REPORT RESUMES

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PROCEEDINGS OF THE BIENNIAL CONVENTION OF THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND, INC. (46TH, MIAMI BEACH, FLORIDA, JUNE 28-JULY 2, 1962).

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THE PUBLICATION REPORTS THE PROCEEDINGS OF THE 46TH BIENNIAL CONVENTION OF THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND (MIAMI BEACH, FLORIDA, JUNE 28-JULY 2, 1962). ADDRESSES, PAPERS, AND PANEL DISCUSSIONS COVER THE TOPICS OF MOBILITY, EDUCATIONAL RESEARCH, SELF CONCEPT IN BLIND CHILDREN, AND PHYSICAL FITNESS. ALSO INCLUDED ARE COMMITTEE REPORTS, WORKSHOP SUMMARIES, AND REPORTS OF ALLIED ORGANIZATIONS SUCH AS THE AMERICAN FOUNDATION FOR THE BLIND, THE AMERICAN PRINTING HOUSE FOR THE BLIND, THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, AND THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND. (CG)

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FORTY-SIXTH BIENNIAL CONVENTION OF THE

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND, Inc.

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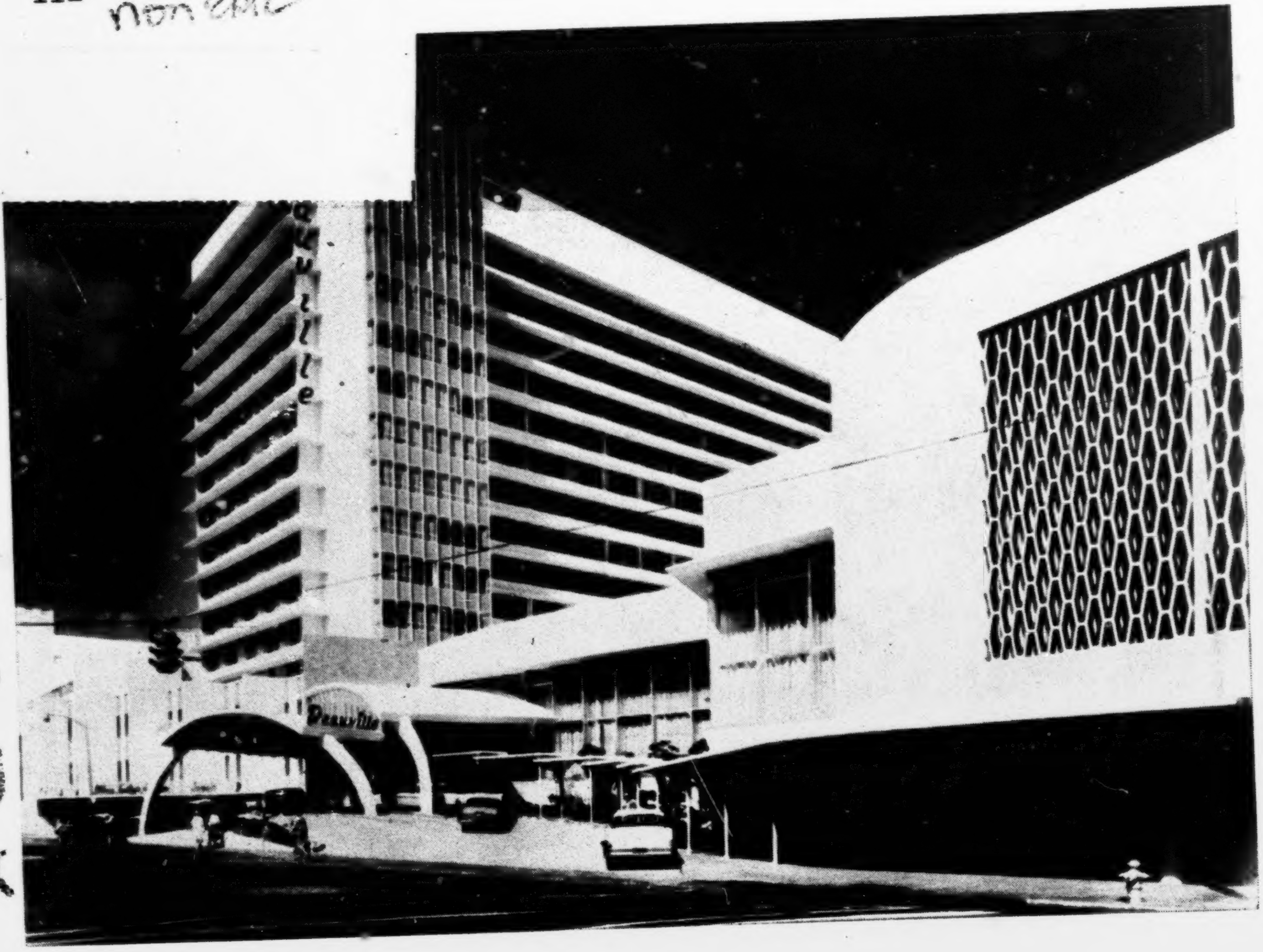

Deauville Hotel

Miami Beach, Florida

June 28 - July 2, 1962

EC 000 788

Proceedings of the

46TH MEETING
of the
AMERICAN ASSOCIATION
of
INSTRUCTORS OF THE BLIND

Deauville Hotel

Miami Beach, Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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June 28 - July 2, 1962

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PREFACE

The following is a list of the conventions of the American Instructors of the Blind (1853-1871) and the American Association of Instructors of the Blind (1872-1962) in their proper order:

1st meeting: August 16-18, 1853 at New York, New York.
2nd meeting: August 8-10, 1871 at Indianapolis, Indiana.
3rd meeting: August 20-22, 1872 at Boston, Massachusetts.
4th meeting: August 18-20, 1874 at Batavia, New York.
5th meeting: August 15-17, 1876 at Philadelphia, Pennsylvania.
6th meeting: August 21-23, 1878 at Columbus, Ohio.
7th meeting: August 17-19, 1880 at Louisville, Kentucky.
8th meeting: August 15-17, 1882 at Jamesville, Wisconsin.
9th meeting: August 19-21, 1884 at St. Louis, Missouri.
10th meeting: July 6-8, 1886 at New York, New York.
11th meeting: July 10-12, 1888 at Baltimore, Maryland.
12th meeting: July 15-17, 1890 at Jacksonville, Illinois.
13th meeting: July 5-7, 1892 at Brantford, Ontario, Canada.
14th meeting: July 17-19, 1894 at Chautaugua, New York.
15th meeting: July 14-16, 1896 at Pittsburgh, Pennsylvania.
16th meeting: July 12-14, 1898 at Lansing, Michigan.
17th meeting: July 9-11, 1902 at Raleigh, North Carolina.
18th meeting: July 20-22, 1904 at St. Louis, Missouri.
19th meeting: August 21-23, 1906 at Portland, Oregon, at Salem, Oregon and at Vancouver, Washington.
20th meeting: July 14-16, 1908 at Indianapolis, Indiana.
21st meeting: June 28-July 1, 1910 at Little Rock, Arkansas.
22nd meeting: June 25-28, 1912 at Pittsburgh, Pennsylvania.
23rd meeting: June 28-30, 1915 at Berkeley, California.
24th meeting: June 4-7, 1916 at Halifax, Novia Scotia, Canada.
25th meeting: June 24-28, 1918 at Colorado Springs, Colorado.
26th meeting: June 21-25, 1920 at Overlea, Maryland.
27th meeting: June 27-30, 1922 at Austin, Texas.
28th meeting: June 23-27, 1924 at Watertown, Massachusetts.
29th meeting: June 21-25, 1926 at Nashville, Tennessee.
30th meeting: June 25-29, 1928 at Faribault, Minnesota.
31st meeting: June 23-27, 1930 at Vancouver, Washington.
32nd meeting: June 27-July 1, 1932 at New York, New York.
33rd meeting: June 25-28, 1934 at St. Louis, Missouri.
34th meeting: June 22-25, 1936 at Raleigh, North Carolina.
35th meeting: June 27-30, 1938 at Lansing, Michigan.
36th meeting: June 24-28, 1940 at Pittsburgh, Pennsylvania.
37th meeting: June 26-30, 1944 at Little Rock, Arkansas.
38th meeting: June 24-28, 1946 at Watertown, Massachusetts.
39th meeting: June 21-25, 1948 at Austin, Texas.
40th meeting: June 26-30, 1950 at Philadelphia, Pennsylvania.
41st meeting: June 29-July 3, 1952 at Louisville, Kentucky.
42nd meeting: June 27-July 1, 1954 at Batavia, New York.
43rd meeting: June 24-28, 1956 at Worthington, Columbus, Ohio.
44th meeting: June 22-26, 1958 at Vancouver, Washington.
45th meeting: June 26-30, 1960 at Donelson, Tennessee.
46th meeting: June 28-July 2, 1962 at Miami Beach, Florida.

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ADDRESS OF WELCOME

JOHN M. WALLACE, *President*

Florida School for the Deaf and the Blind
St. Augustine, Florida

President Cox, Chairman Iverson, Mr. Woolly, members of the Board of the American Association of Instructors of the Blind, members of the American Association of Instructors of the Blind, and guests:

You don't know how lucky you are. You are going to be very happy because I forgot and left my speech at home!

And that reminds me of this friend of mine, a superintendent of one of our schools — I won't call his name — who went to a psychiatrist and said: "Doctor, I'm worried." The psychiatrist asked: "What's your trouble?"

"Well doctor, I can't remember anything anymore. My memory isn't that long." Then the doctor asked: "How long has this been going on?" And the superintendent said: "How long has what been going on?"

Another superintendent went to the same psychiatrist for help. The psychiatrist said: "What's your trouble? You look like a healthy man."

The superintendent said: "Little bugs are crawling all over me." And he kept brushing them off and brushing them off.

The psychiatrist said: "Well, don't brush them off on me."

Mine is the most pleasant part on the program tonight and a very special honor as I was asked to extend greetings to this convention of the American Association of Instructors of the Blind. The Florida School is the only one that has a dormitory large enough to house the entire convention in an air conditioned dormitory with dining rooms, with several bars, B-girls, floor shows, a twist contest, a dance studio, a swimming pool, ocean, or what have you.

Incidentally, I saw in last night's paper that five strip joints had been closed. Guess they wanted to clean up things before you arrived.

On behalf of the State Board of Control of Florida and the staff of the Florida School for the Deaf and the Blind, I extend greetings and best wishes for a most profitable and enjoyable convention. We hope that you will have a wonderful time and visit some of the thousands of miles of ocean, gulf, our lakes, our rivers, our springs, and the fabulous Gold Coast extending from South Miami Beach to Bal Harbour. Visit Lincoln Road and some of Miami's famous resort hotels. And don't forget to visit St. Augustine, America's oldest city, which will celebrate its four hundredth year in 1965.

And that reminds me of one of our first grade classes in St. Augustine last year when the teacher was taking the classroll. She came to one little boy and when she asked him his name he replied: "My name is Dammit Jones." The teacher was quite shocked and said: "Now you know that isn't your name." "Yes it is and if you don't believe me you can call my mother."

The teacher called Mrs. Jones at recess and sure enough that was his name. The mother said she had 15 children and when he came along they had run out of names so they just named him Dammit.

Mr. Thomas Bailey of Tallahassee, our Superintendent of Public Instruction, one day was visiting this class. Little Dammit had always had trouble with spelling since entering school, but he wanted to show off so he held up his hand and said: "Teacher, I can spell Constantinople."

The teacher replied: "Dammit, you know you cannot spell Contantinople."

With that Mr. Bailey jumped to his feet and said: "Hell! Let him try."

The officers, Board, committees, and workshop chairmen have worked diligently to make this convention worthwhile, relaxing and entertaining. We hope you will help make it a success.

I would like to read a telegram. It was sent from Tallahassee at 4:13 p.m. today and was received here at 4:28 p.m. and is addressed to John M. Wallace, Deauville Hotel, Miami Beach, Florida. It reads:

"Please extend to the members of the American Association of Instructors of the Blind and to all who are participating in their biennial convention, a warm welcome on behalf of all of the citizens of Florida. We are honored that Florida was chosen for this forty-sixth convention and hope that their visit with us will be productive and pleasant." Signed: Faris Bryant, Governor of Florida.

So again I say: "Welcome, and let's get into orbit and make this the finest convention ever."

RESPONSE TO THE ADDRESS OF WELCOME

J. M. WOOLLY, *First Vice President*

Little Rock, Arkansas

The AAIB has grown up, it has come of age. For the first time in the more than a century that the Association has served blind children, it has gained the courage to move out of a residential school and into a hotel for its biennial convention. For many years the membership has looked longingly at those magnificent air-conditioned hotels across the street from the convention site, the residential school—the most hospitable spot in the world, yet designed for children and for fall, winter and spring occupancy, not for the mid-summer, 102° torture of us who call ourselves thirty-nine years old.

Some years ago John Wallace resigned the Superintendency of the Arkansas School for the Deaf—my next door neighbor in Little Rock—to accept the Presidency of the Florida School for the Deaf and the Blind in St. Augustine. I was never sure why he left "The Land of Opportunity" to come to Florida. I am sure finances was no factor in the decision. Now, after having sampled this land of sunshine, this area of relaxed and easy living—yes, even the Deauville Hotel in mid-January at on-season rates, I know why John chose to live in Florida.

Mr. Elterman, if the Deauville Hotel lives up to the advance billing given it by Lee Iverson who has been a guest of yours several times while serving as Principal of the Florida School for the Blind, we shall have the most delightful convention ever. He has been telling the Board of Directors of the Association that there was no hotel like yours anywhere in the country, much less in the south of Florida. We shall remember your welcome and savor your hospitality throughout the convention.

Miami Beach, Mr. Oka, is the school teacher of America, the mecca of vacationland. Since we were advised that Miami Beach was to be the location of our forty-sixth biennial convention, I am sure we have all denied Junior that fourth hamburger and in fact, have done some skimping ourselves in order to be sure to be here on June 28. In checking the record, I find that the AAIB met in Jacksonville, July 15-17, 1890. Why they stopped off in Jacksonville, I will never know, I am sure. Perhaps the Seminoles were still in control of the Miami and Miami Beach area as well as the Everglades.

Dr. Cain, we have come for other reasons, too. I know of no other group of professional people who search as diligently as do the teachers of visually handicapped youth for the answers as to how best to meet the educational needs of their children. A glance at the program will tell you that many of the leaders of American Education, and more especially that facet of education called special such as yourself, have been invited to discuss with us trends, attitudes, developments and techniques. Then too, we shall have reports from the many agencies, organizations, associations, etc. which contribute to our efforts or in whose activities we have a vital interest. We shall as well have reports and recommendations from the committees on whom AAIB leans most heavily for the real work of the organization between conventions.

Finally, the twenty-four formal workshops which for the last decade have been of such importance to the teachers of the blind children of America will spend at least twelve hours working to meet the problems which each group considers to be the most important and meaningful.

On behalf of my colleagues, it is my genuine pleasure to accept the Greetings and Welcome which you have so graciously extended us.

KEYNOTE ADDRESS—QUALITY EDUCATION FOR EXCEPTIONAL CHILDREN

DR. LEO F. CAIN, *Vice President*

San Francisco State College

Outside the family structure, going to school is probably the most commonly shared cultural experience in America today and the entrance of a child into school at about age 6 is not only natural but an exciting thing to which parents and children look forward with great anticipation. The idea of an equal opportunity to go to school is so generally accepted, philosophically and intellectually, that rejection from school can be psychologically and even catastrophically damaging. This, of course, evolves from the basic and traditional attitude in our culture that the desirability of being educated is a prime essential. The assumption that education is valuable is so pervasive in American society that many times individuals are evaluated solely on the number of years in school or degrees obtained. When the products of our schools seem to be lacking we do not question the value of education as such, but rather what is emphasized within the school.

To most people the school is seen as the agency in which the child learns the specific skills necessary to maintain the core values of society. In our society these values include independence, leadership, raising a family, and in general being a good citizen. The individual who cannot accomplish these things or who behaves much differently than others is devaluated. This devaluation is experienced not only by the child, but by the family as well. Children with intellectual, emotional and/or physical deviations are frequently perceived as not being able to maintain these core values and as a consequence lose status. For many children with such deviations, school programs do exist, thus permitting the exceptional child an opportunity to develop his abilities and reduce the difference between him and other members of society. However, for many handicapped children this opportunity is not available. This hesitancy on the part of the school to include educational programs for handicapped children may be the result of three basic considerations:

1. Divergent philosophical orientations regarding the definition and goals of education.
2. Lack of information about the development of such children and how to design school programs to serve them best.
3. A general defensiveness among educators as to the adequacy of school programs for the normal child.

Criticism of public education has been marked in the past decade, and educators have become overly sensitive and defensive in regard to the adequacy of the job they are doing with children in general. In part, the unwillingness of general educators to assume the responsibility for the jurisdiction of many handicapped children (and I might say parenthetically gifted children) is due to their conception of these programs as placing the schools in an indefensible position. Special programs in which basic academic skills are not stressed cannot, from their point of view, enhance the status of the schools. The value placed on intelligence and achievement in American society is so great that many educators who do initiate programs for these children rationalize their behavior on extra-curricular grounds; that is, they may refer to parental pressure or moral responsibility.

Divergent philosophical points of view in regard to the definition of education also have been a major deterent to the development of a consistent approach toward the place of handicapped children in the public schools. I should like to mention two points of view.

First, there are those educators who envision education as leading to complete independence of the individual and his active particpation in social affairs. They are generally opposed to programs for many handicapped children under the direction of the public schools, and present knowledge supports the contention that many handicapped children will not be self sufficient in the general sense of the term. These educators believe that the individual must have some minimal capacity in regard to generalizing, abstracting, communicating, problem solving, etc., as a prior condition for school inclusion. Further it is stipulated that the only adequate meassure of the efforts of education is change in the individual being educated, and that the changes within the individual must lead to social contribution as a direct consequence of the school. By definition then, many of our handicapped children would not meet this criteria.

The second approach defines education as a systematic process through which positive behavioral changes are fostered, consistent with the individual's abilities. These positive behavioral changes are not absolute but relative to the abilities of the individuals under consideration. This definition of education, then, is as broad as the requirements of society, regardless of the generality or specificity of the training required for any particular or group of individuals. I, of course, prefer this second definition which views the goals of education, whether they be independence, leadership, personal and occupational adjustment, as relative rather than absolute factors because within the life situation of most individuals, regardless of how circumscribed, specific competencies can be developed. Here, of course, there is no guarantee that the efforts of the schools will be fruitful in every instance. What is important, however, is that there can be stipulated for individuals with diverse abilities educational experiences which will contribute to increased independence. Whether this independence is specific to the child's family, a state institution, or society in general is irrelevant. With this philosophy a community can invest its energy, time and money in developing school programs for handicapped children which will give the parents some feeling that there is a commitment for their child which is not too different from the commitment for any other child. The devaluation and social distance felt by parents is lessened to some degree if an important agency such as the school includes their children in its planning. This, of course, can increase the communication between parents of such children and other parents and free them to participate more actively in community affairs and in general reduce the pressures on the family. To deny these parents the expected and necessary community resources made available to other children not only denies them their rights but increases their hardships greatly.

If you can accept my philosophical point of view and if we are to provide education for exceptional children, we are faced with the problems of both the quantity and the quality of the programs. Quantity is rather easily determined. Much of this is concerned with counting the number of dollars spent, the number of buildings built, the number of children and teachers, the shape and size of desks, and the number of books in the library. Perhaps too many of our school surveys, both national, state and local, have weighed too heavily on the quantity side. For many years the excellence of colleges and universities was evaluated in terms of how much they had of everything. Promotions of professors in many of our leading universities still are determined to a large extent by the length and number of publications between promotion periods with perhaps too little emphasis placed on what is contained in these publications. Many hours are spent in developing curriculum guides which list activities of things to do, books to read, and materials to be purchased. Considerably less time is spent in evaluating the use of these curriculum guides in terms of effective teaching than is spent in developing the guides in the first place.

Quality is often hard to define because it means careful assessments and judgments and reasonable understanding by those who judge of the purpose of programs in order that appropriate standards may be set. If you will look carefully at the history of education you will find that many qualitative judgments are made about education and educational systems out of context. These judgments naturally increase when any educational system is under attack as ours has been the last few years. Perhaps no other organized activity of our culture, other than perhaps our political organization is subject to judgment by more people than is our educational system. This of course, is natural in a country like America where educational experience has been a common experience for practically everyone. All of our citizens whether they be doctors, lawyers, engineers, business men or skilled labor feel free to evaluate the schools and the teaching profession. Other professions are more protected from such quality judgments. The general public does not feel as free to criticize the professional activities of the legal profession, of the medical profession, or of the engineers. This is usually only done when some major mistake is made by a member of the professional group, and then the public expects other members of the profession to correct this mistake. In other words, the public expects the qualitative judgments regarding the profession to generally be within the context of that profession. If this is the case, this means that any of us interested in quality education must be all the more concerned with how such quality can be assessed effectively.

Let me turn now briefly to another part of the world some 9,000 miles from here—the country of Liberia on the coast line of West Africa. I spent several weeks there during this past summer studying the educational system of that country. Liberia is a country of 1½ million people. It is a Republic over 100 years old, and as most of you know, the present governmental structure was developed by expatriated slaves from this country. The Liberian government is interested in education. The President of the Republic has stressed the importance of universal education in his inaugural addresses. The Secretary of Public Instruction has stated that the country wants to develop the human beings for whose benefits the economic aspects of the country are being developed. He states, "We want to implement an educational program which may be based on a new social order with man and his family at the center". Let us look for a moment at Monrovia, the capitol city where the communities of Kru and Fanti fishermen daily send their dugout canoes and single sail boats from the beaches of the city out past modern ocean freighters waiting to unload their cargoes and receive the iron, ore, rubber, and agricultural exports of the country. Here is a town becoming a city where tribal communities with thatched mud huts and houses of woven palm fronds snuggle next to modern mass structures of stone and steel which rise to house the government, trade and industry of the new urban dynamic. Tribal huts and modern suburban dwellings stand side by side. In 1956 of the total Monrovia population of 41,000, only 12,000 had attended any school. Of these, 5,000 had no schooling beyond the 5th grade. In 1961 with a population of somewhere between 60,000 and 80,000, only one half the school age children are thought to be in school. It is not too difficult to quantitatively assess this school system. It can be easily seen that the schools in Monrovia have developed over the years as a collection of separate enterprises—private, mission or public, with only loosely established relationships. Many of the public schools are housed in abandoned old houses and churches with makeshift materials and equipment. Only $27.00 per child per year is spent on schooling. This is low even for West Africa when the neighboring country of Sierra Leone is spending $93.00 per child. The school system lacks organization and schools vary in size from 43 to 509 students. Classes range in size from very few students to almost 200 students. There is no system of pupil accounting or teacher accounting. Teachers' salaries range from $30.00 to $200.00 a month with a median of $40.00 per month. Teacher frustration is high and teacher absenteeism a serious problem. With this there is naturally a high rate of illiteracy and American essentials such as guidance, school health and vocational education are almost entirely lacking. I need to say nothing about special education. It just doesn't exist. In some areas of the country 80 out of 100 babies born die within the first year of life. The end product of the schools is poor. Many Liberians feel that they are living as guests in their own country as practically all of the skilled work, business operation and professional activity is performed by foreign personnel.

There is no question that the quantity of education in Liberia needs to be extended and that improvement in quality is essential. It is needed in the organization of the school system, in better preparation of teachers, in an improved curriculum with better content, better methods, and better instructional materials and equipment, in more adequate pupil personnel services, particularly in the areas of taking care of the special needs of children—in better health education, in vocational education, and in adult education. The need for improvement of quality is more apparent because of the meager resources so evident in every segment of the educational program. It is further emphasized because of the motivation for learning among a large number of the students. It is interesting to note that many times when the teacher failed to show up the children had organized their own class sessions and seemed to be carrying them on in an orderly and productive fashion. The conversation I had with a group of high school boys indicated not only their interest in education, but the hope that they would also have a better school. Children in extremely overcrowded classes did learn to read—don't ask me how.

The point I am trying to make is this. Where there are obvious needs for improvement in education in Liberia, these same needs, not quite so obvious, exist in the United States. Too often here at home the importance of quality is forgotten because it is counterbalanced by beautiful buildings, excellent equipment, a copious amount of teaching materials, and a teacher in every classroom. Charts are often displayed showing the quantity of guidance services, of adult education, or of special education. The mere presence of these in many communities assumes that quality is present. Despite these assets that are countable and seeable, we, as do the people in Liberia, have much to do to bring our educational system up to the quality demanded if our children are to cope with the problems they will have to face. Are we who are primarily concerned with the education of exceptional children interested in quality? I believe we are.

There are a number of trends which indicate that there is a real concern. First, there is support and interest in research. It is encouraging to note that there has been increased financial support for research in the field of exceptional children. These funds have come from government agencies, private foundations, and from organizations interested in specific problem areas of the exceptional child. These funds also have come through the avenues of the various disciplines — medicine, psychology, sociology, and education. Along with this, there has been an increase in both the quantity and quality of individuals interested in studying the exceptional child. This has had a positive effect on the adequacy of research. At present there are a number of colleges and universities throughout the United States which have developed graduate programs leading to advanced degrees with some emphasis on the problems of exceptional children. The development of research skills plays a prominent role in these programs and the effects of their efforts are already beginning to modify practices in many school systems.

Second, there is the inter-disciplinary approach to the study of the exceptional child. Many of the research studies now being done as well as much program planning are using an inter-disciplinary approach to the diagnosing, treating, training and education of exceptional children. In the field of the education of the cerebral palsied, this has long been true. In the field of mental retardation, the recent monograph by Sarason and Gladwin, the former a psychologist and the latter an anthropologist, is excellent evidence of the kind of critical and creative contribution that can be made when more than one professional point of view is centered on a problem. The directions that their work offers for research in socio-cultural aspects of mental retardation are quite exciting to contemplate. In another section of the country sociologists, psychologists and educators at the University of Illinois have studied the impact of mental retardation on families. The studies of the development of retarded children, particularly mongoloids, at the Children's Hospital in Los Angeles have included medical practitioners, social workers, and psychologists. Other areas of exceptionality, particularly those of the deaf and the visually handicapped, are also broadening their horizons. What is important is that this kind of collaboration is increasing.

Third, there is the assessment of learning ability. A number of studies are now being undertaken in all areas of exceptionality related to learning abilities of exceptional children. In many of these studies a better sampling is being obtained. For example, many of the earlier studies on learning ability of the mentally retarded were conducted primarily with children residing in state institutions. This is partly due to the accessibilty of children living in the institution, and the ease with which the researcher could maintain controls in this situation. However, based on recent findings, it is quite clear that institutionalized children represent a select sample of mentally retarded individuals. Findings of Tizard in England, Lyles in Australia, and Kirk in the United States indicate that children in institutions regress behaviorally. Therefore, this group of retardates would be a poor one from which to generalize about the learning ability of all retarded children. A recent study conducted in my own institution substantiates these findings.

Fourth, there are better methods of assessment. The more appropriate evaluational scales are for assessing the development of exceptional children, the more likely it is that these scales will be useful in setting up training and educational procedures for these children. This trend is evidenced by the work at the University of Illinois in the development of the language scale, at Peabody College in Tennessee in the development of the picture vocabulary scale, and at San Francisco State College in the development of the Social Competency Scale. Much additional work needs to be done on measuring instruments, and many others which are not mentioned here have been developed with specific disabilities in mind. Increase in this area of research has been and will be particularly important if we are to have effective programming to meet the needs of these children.

Fifth, there is a focus on the family. There are, of course, innumerable studies related to the family life. One encouraging factor is that there has been a notable increase in the studies of the family as such related to the problem of exceptional children. These studies have included investigations of the attitudes of parents toward their children, effects of these children on the siblings of these families, and the effect of the children on parental integration and adaptability. Studies have also been carried on regarding parental attitudes toward institutionalizing children. Extensive study has been carried on at the University of Illinois by Farber regarding the impact of mental retardation on the family. His work has centered on the effects of the child's retardation on family integration, and the way in which families redefine their roles and values in dealing with the retarded child in the home situation. Studies of the parents' initial reaction regarding the diagnosis of mental retardation have also been conducted at Children's Hospital in Los Angeles. These studies can be continued and expanded, and again should have direct effect on the improvement of quality of educational programs both in public schools and institutions.

The sixth and last trend which I would like to mention is concerned with communication. Terminology used in the general area of exceptional children is often confusing. The terms "brain injured", "neurologically handicapped", "socially maladjusted" and "emotionally disturbed" need to have clarification. The meaning of "aphasia" is still under lively discussion. Because these terms can convey so many meanings to so many different people, programs developed for these groups of children have resulted in much confusion in planning. This has had a direct effect on the quality of programs developed. Improvement in terminology such as specified in the A.A.M.D. terminology classification manual should be of tremendous help in communicating explicitly the population to which research findings may be generalized. This also will be of help to others who may desire to replicate studies. In these studies, even such practical matters as determining the frequency of mental retardation in the general population or in any segment of the population, the precise definition is crucial. For example, Saenger reports a greater frequency of retarded children in the state of New York than does Weiner in determining the frequency of retardation in the state of Hawaii. This is due primarily to the fact that these two individuals utilize somewhat different definitions of retardation, and therefore arrive at different estimates as to the frequency with which retardation occurs. This is a problem in which several disciplines need to cooperate. It is also recognized that the terminology will have to change as new developments occur in the field of research.

I should now like to conclude by indicating several areas related to the quality of education for exceptional children on which interested professional groups might focus as an organization.

One major project is to make some direct attempt to assist in setting adequate professional standards for teachers of exceptional children. This was the main theme of a recent international convention of CEC and hence resulted in the formulation of a CEC committee to work specifically on this problem. The recommendations of the council itself through the membership have indicated that the following should be done:

1. A plan should be developed whereby problems of professional standards are given continuing attention in CEC at all levels and by all individual members.
2. Work should be accelerated to develop standards for training programs in each area of special education, which could then be used in further work toward accreditation of specific programs.
3. CEC efforts in recruitment of teacher candidates should receive every possible support and encouragement.
4. CEC should seek to consolidate its efforts in the professional standards field with other professional organizations, since unilateral action is likely to be abortive. Accreditation efforts should be channeled through a single national accrediting body. CEC should establish every useful means of collaboration with NCATE and TEPS.

We all need to actively solicit the cooperation of other professional organizations in the field of exceptional children and several accrediting organizations in the developing of such a project. Again we know we need a greater quantity of teachers, but we must be assured that along with this quantity we are getting the quality to provide a superior educational program.

The second area on which we might focus is on the area of curriculum improvement. While we have a large number of excellent curriculum guides for teachers, there is some evidence that these guides are not being used effectively in the classroom. We can direct attention to this problem through articles in professional journals and through worthwhile publications. We can also give emphasis to this problem in state, regional, and national meetings. One problem that is directly related to curriculum improvement is the nature of the supervision of instruction and the help given to teachers. Here again there is evidence that the supervision is inadequate and needs strengthening and we should continue to direct our efforts to this key area of improvement of instruction. This is a primary responsibility.

The third area is concerned with more effective cooperation with parents. While we are primarily professionals we cannot overlook the fact that there are many parent groups, a number of them very well organized, also concerned with exceptional children. There is sufficient research to indicate that the role the parent plays in the education of the exceptional child is of prime importance. There is also evidence to show that the communication between parents and the school is not all that it should be. Our teacher training institutions probably need to emphasize more strongly the role of the parent in the education of the child and to more adequately equip the prospective teacher to deal with the parent in relation to their mutual interests. This means the teacher must be patient, an effective communicator, and be prepared to directly assist the parent toward developing alternate ways of helping their children toward realistic and achieveable goals. In order to accomplish this the teachers need to have a clearer conception than many of them now have of the children's abilities and the potentials they are capable of achieving. It is the function of an organization such as yours to stimulate activity in this area through your publications, conventions and committee and workshop work.

The fourth area relates to what I call inter-agency action. As I mentioned previously we are increasing our interdisciplinary approach to the study of problems. Likewise, it seems important that the several agencies and organizations concerned with the exceptional child should more fully coordinate their efforts. The inter-agency committee which meets from time to time in New York City has been concerned with legislation, with research, and with public education. If we are to have effective legislation both on the national and state levels which will help to insure quality programs, such legislation needs coordinated support. On both the national and state levels legislation for exceptional children has tended to be piecemeal. In my own state this started out with legislation for Cerebral Palsy children, and while we now have general legislation for all exceptional children, some of the vested interests of the several handicapped groups still persist which tend to reduce the quality of the overall program. Legislation at the national level has tended to evolve in the same fashion. However, the effective work of the inter-agency committee and the willingness of several groups to cooperate is now resulting in the direction at the federal level where future legislation is likely to be inclusive of all areas of exceptionality and not confined to one or two specific groups. We must maintain the broad interest in the total area of exceptional children.

The last area of focus is concerned with the stimulation of research. Through our membership we should encourage quality research in all agencies and institutions of higher education that are qualified to do such. Through our work we can suggest areas of research and interest people in specifically exploring such areas, and even assist in obtaining funds for carrying out the research programs. We should assist in the publication of significant research efforts and devote considerable time at our meetings to the reporting and discussion of not only projects but of problems to which research should further direct immediate and long range attention.

As I have inferred before, quality is an elusive thing. Surveys or studies which assess quality often produce evidence that is sometimes frightening and even disintegrating to some or all of us. But, any professional organization must always keep in mind that quality can always be improved, that the best efforts of yesterday are not the best efforts necessarily for today or tomorrow. I hope we will continuously face this responsibility for if we do, the result will be better programs for the children whom we serve.

PRESIDENT'S REPORT FOR THE 1960-1962 BIENNIUM

LOIS V. COX, *President*

Baltimore, Maryland

It has been a privilege to be your President for two years. The responsibility of maintaining the high standards set by Past Presidents has been heavy; the challenge of keeping pace with the rapid changes which are taking place in the field of education has been great; the opportunity to work with you has been a pleasure. This report is the result of the work which has been done by individual members of the AAIB and committees and workshop groups in cooperation with the Board of Directors and the Executive Secretary in strengthening the internal organization of the association, improving communication within the association and between the association and other national organizations, making a unified national approach to all problems pertaining to visually handicapped children and youth and recognizing outstanding contributions of our leaders.

The new Board of Directors met after the election at the 1960 Convention to begin making plans for the biennium. Aware of the necessity for early planning, the Board authorized the President to appoint the committees for the biennium and to add a Publications Committee, a Public Relations Committee and a Policy Committee. This brought the number of committees with assignments for the biennium to fourteen. During 1961, the need for a Research Advisory Committee was recognized. This committee was appointed too late to be included in the convention program. Mr. Carl J. Davis, Head, Department of Psychology and Guidance, Perkins School for the Blind, is Chairman of the committee. Serving with him are Dr. Samuel Ashcroft, Associate Coordinator, Department of Special Education, George Peabody College, Dr. Milton Graham, Director, Division of Research and Statistics, American Foundation for the Blind, Dr. Carson Nolan, Director of Educational Research, American Printing House for the Blind and Dr. Herbert Rusalem, Director, Professional Training and Research, The Industrial Home for the Blind. Of the sixty-two AAIB members who accepted committee appointments, fifty-eight were able to carry their assignments throughout the biennium; two left the field to accept positions as superintendents of schools for the deaf; one was forced to resign due to increased responsibilities at his school and one is attending a convention abroad. Each of the committee members contributed to the work of the committee as much as time and energy permitted, and I am grateful for the willingness of these AAIB members to serve on committees and for the contributions which they have made.

The Long-Range Planning Committee, composed of the officers of the association, met with the Executive Committee of the American Association of Workers for the Blind on October 25, 1960 in Louisville, Kentucky and on November 2, 1961 in Washington, D. C. to discuss problems of mutual concern such as legislation, the possibility of a joint convention, the responsibilities of the Arrangements Committee for the meeting of the World Council for the Welfare of the Blind in New York in July of 1964, promotion of membership in the two associations, and the budget and accomplishments of the AAIB-AAWB Braille Authority. Mr. Bernard Krebs, Chairman of the Authority, will report its accomplishments later in this convention. We are proud of the accomplishments of the Braille Authority and indebted to its members and to the members of its advisory committees for the time which they have spent working on the literary, mathematics and science and music braille codes. The National Braille Club, which has done so much in providing materials for students in all school programs, has joined the AAIB and AAWB in supporting the development of the braille mathematics code. Thank you, Miss Effie Lee Morris, President, and all members of the National Braille Club. In addition to the meetings with the AAWB Executive Committee, the Long-Range Planning Committee met at the AAIB Central Office in St. Louis, Missouri on January 7-8, 1961, had joint meetings with American Foundation for the Blind staff and board members April 27-28, 1961 and April 19-20, 1962 and met at the Ohio School for the Blind January 25-26, 1962. These meetings were work sessions to plan projects, establish Central Office policies, discuss legislation and review the annual budget.

The Board of Directors met in Louisville, Kentucky, October 22-23, 1960 and October 28-29, 1961 and in Miami Beach, June 26-28, 1962. The board members, who could arrange to do so, also met with the Long-Range Planning Committee in Ohio January 25 - 26, 1962. Committee chairmen reported the activities of their committees at the Louisville meetings and the Board took official action on association business items such as amendments to the Constitution, changes in the Articles of Incorporation, the budget, plans for the 1962 convention, choice of convention sites for the 1964 and 1966 conventions, membership certificates, sharing in the November 1-2, 1961 Conference on Distribution of Textbooks and Educational Aids for Blind Children, joint sponsorship with the United States Office of Education of a Conference on Curriculum Provisions for Visually Handicapped Children, financing committee and workshop projects and cooperating with other national agencies and organizations. The members of the Board are to be commended for their thoughtful discussion and conscientious action in these lengthy meetings.

The Certification Committee completed its revision of certification requirements for teachers, had new application forms printed and processed applications during the biennium. A braille proficiency test, developed by Miss Christina Baugh under the guidance of Dr. Samuel Ashcroft, was used by the committee to enable applicants to meet one of the certification requirements. The AAIB appreciates the contributions to the work of the Certification Committee of Miss Baugh in developing a proficiency test and in scoring the tests. Dr. Ashcroft and Dr. Carson Nolan agreed to judge the research papers which were sent in by applicants to meet one of the certification requirements. For their help, and the assistance of the Research Committee, we are grateful. Mr. George Heltzell, Mrs. Ada Church and Mrs. Una Barlow developed the Proposed Certification Requirements for Houseparents in Residential Schools for the Blind at the request of the Houseparents' Workshop. They deserve congratulations for an excellent set of standards to meet a specific need in our schools.

The Legislative Committee has had two very active years cooperating with other national groups to promote Federal Legislation to meet the current needs of visually handicapped children. The members of the committee have kept constantly informed on proposed legislation, written to their Congressmen, had joint meetings with representatives of the American Association of Workers for the Blind, the American Foundation for the Blind, the National Federation of the Blind and the American Printing House for the Blind, planned the Conference on Distribution of Textbooks and Educational Aids for Blind Children, November 1-2, 1961 in Washington, D. C. for thirty-six representatives of national groups which recommended that the President of the AAIB write to the Secretary of Health, Education and Welfare requesting a study of the Quota System by which Federal funds are distributed through the American Printing House for the Blind and voting unanimously that the President of the AAIB appoint a committee to prepare a position paper on needed legislation dealing with the education of the blind. A full report of this conference was printed by the Chairman of the Legislative Committee, Dr. Edward J. Waterhouse, Director of Perkins School for the Blind. The Legislative Committee, at the request of Mr. Wilbur J. Cohen, Assistant Secretary, Department of Health, Education and Welfare, expressed its views as to the subjects which should be included in the rules and regulations for the expenditure of Federal funds under Public Law 87-294 to amend the act to promote the education of the blind. The increased appropriation resulting from this act and the provisions which permit the expenditure of funds for salaries and other expenses for experts to assist special committees and for the expenses of these committees will be tremendous aids in meeting the needs of our visually handicapped children. H.R. 12070, introduced June 12, 1962, will, if passed, "provide assistance in the field of special education to institutions of higher education, and to States, for training personnel and undertaking research and demonstration projects, and to establish, for consultation in connection therewith, an advisory council and technical advisory committees" in addition to amending the Vocational Rehabilitation Act to expand vocational rehabilitation services. It is hoped that this bill will pass and provide for even better educational services to our children. We are grateful to our Legislative Committee for its alertness and continuous efforts.

The Membership Committee has conducted annual membership drives under the capable leadership of its Co-Chairmen, Dr. Walter Evans, Principal of the Missouri School for the Blind and Mrs. Jerrine Lucas of San Leandro, California. Dr. Evans worked with the Membership Chairmen in residential schools, and Mrs. Lucas worked through nine Regional Chairmen with the aim "to get an invitation to join the AAIB into the hands of every public school teacher of blind children in the United States". At the time that this report was written, there were 1,929 members of the AAIB, with a goal of 2,000 by convention time. The membership dues in 1962 are $7.00. In 1963, they will be $8.00, increasing $1.00 each year until they reach $10.00. With Life Memberships of $200 numbering 12, Chairman Carl Davis plans a campaign for more life members for the Fall of 1962. Our thanks go to the Membership Committee for a fine job this biennium.

The work of the Program Committee speaks for itself and will continue to speak throughout this convention. Only those who have served on a program committee for a national convention know how much work is involved. May we have a rising vote of appreciation for Mr. Lee Iverson, Chairman, Mr. John Wallace, Mr. William English, Miss Dorothy Misbach and Mr. Jack Hartong?

The Publications Committee has completed the preparation of a Parent Packet which sells for fifty cents. Not knowing what the demand would be, one thousand packets were printed. These sold so rapidly that a second thousand have been ordered. Another project of this committee is a teacher recruitment folder to be used in our constant effort to recruit suitable teachers for visually handicapped children. Dr. Berthold Lowenfeld and his committee have earned our thanks for these two worthwhile projects.

Be sure to see the AAIB exhibit if it arrives during this convention, and get a supply of the new brochures planned by Dr. Francis M. Andrews and his Public Relations Committee. Mr. Maurice Olsen, our Executive Secretary, arranged the exhibit and had the brochures printed. "Thank you", Dr. Andrews, and members of the Public Relations Committee and Mr. Olsen.

The $10,000 grant to the AAIB for recruitment scholarships has been efficiently handled by Mr. Walter Hack, Chairman of the Scholarship Committee and Mr. Egbert Peeler, his Committee Member. Application was made to the Avalon Foundation for a second $10,000 grant, and Mr. Hack, Mr. Olsen and your President met with Mr. Charles S. Hamilton, Jr., President of the Avalon Foundation on March 9, 1962 to discuss our scholarship program. A letter from Mr. Hamilton, dated April 27, 1962, told us that the Trustees of the Foundation had authorized a grant of $10,000 to the AAIB, and a check for $10,000 was enclosed. We are indeed grateful to the Avalon Foundation for the grant and to the Scholarship Committee for processing the applications for scholarships.

The Standards Committee has not been as active as we had hoped due to the fact that its chairman could not continue this work. The prospects for the future are, however, bright, for Mr. William English, Principal at the Virginia School, has agreed to assume the chairmanship of this committee. In preparation for assuming his duties at the time of this convention, Mr. English attended the April meeting at the American Foundation for the Blind where the discussion of the AFB Accreditation Project was one of the chief topics. Mr. English will urge all schools to examine their programs next year as a first step toward accreditation. The accreditation of teacher training programs for teachers of visually handicapped children was discussed at a meeting of representatives of organizations interested in the accreditation of teacher preparation centers in the field of special education in Washington, D. C. on December 11, 1961. Your President was invited to this meeting. On June 12, 1962, Miss Kathern Gruber and Dr. Everett Wilcox of AFB and Mr. Maurice Olsen and the President of the AAIB met with Mr. Earl Armstrong, Director of the National Council for Accreditation of Teacher Education. Mr. Armstrong gave us some valuable assistance and suggestions for our work toward accreditation of teacher preparation centers. This work has been judged so important by the AAIB Board that a Committee on Teacher Preparation will be appointed for the next biennium.

The AAIB Policy Committee will present, for your consideration at this convention, a statement of policy. The committee has written the statement, sent copies to leaders in the field for criticism and suggestions and sent a copy of the proposed policy statement to each member of the association for study prior to convention. "Thank you", Ross Huckins and Dorothy Misbach for working on this project. If your proposed statement is adopted, it will become the policy of the AAIB until another revision is deemed necessary.

The Research Advisory Committee was appointed "to provide consultant services to any members, individual or corporate, who are formulating research plans" and "to provide similar services to individuals and organizations outside the association and it will serve, upon request, as a board of review for any agency, public or private, which would like to have it evaluate proposals for research with or for blind children". This is a new committee, and we hope that its services will be used by individuals and groups in the field.

The Credentials, Necrology, Nominations and Resolutions Committees will perform their duties at this convention, and a representative of the National Deaf-Blind Committee will present a report.

Since Mr. Woolly will be reporting on workshop activities later in the convention, just a few events will be mentioned in this report to show the importance of the workshop organization in our association. The Mathematics Workshop emphasized the importance of modern mathematics in the curriculum in two very successful workshops. The Mobility Workshop published the results of a survey of current practices in the teaching of Orientation, Mobility and Travel made by Mr. Don Walker of Iowa, conducted three weekend workshops during the biennium and worked with the AAIB Board to secure a grant of $16,200 from the Office of Vocational Rehabilitation for a remedial and refresher course in mobility, orientation and travel for twenty-one trainees from nineteen states. Miss Beatrix Baird, Chairman of the Mobility Workshop, was Director of the project. Mr. Russell Williams of the Veterans Administration, Mr. Louis Rives and Mr. Warren Bledsoe of the Office of Vocational Rehabilitation and Dr. Richard Hoover, Ophthalmologist, served as consultants. Mr. Stan Suterko and Mr. Larry Blaha of Western Michigan and Mr. John Malamazian and Mr. Richard Russo of Hines Veterans Hospital assisted with the instruction of the trainees. The report on this project will be published in the Fall. The AAIB is grateful to Miss Baird for her excellent work as Chairman of the Mobility, Orientation and Travel Workshop and as Director of the Project. We also want to thank Dr. Francis M. Andrews for releasing Miss Baird for a month to direct the OVR-AAIB Project.

The Parents' Drive-in Conference, held at the Missouri School for the Blind June 22-24, 1961 was the first conference of its kind and was so helpful that we hope there will be others. Mrs. Willie Bennett of Arkansas, Chairman of the Parents' Workshop is doing an outstanding job. Some of the parents may remember receiving her letter urging all parents to become members of the AAIB.

The Houseparents' Workshop sponsored a summer workshop at the Ohio School for the Blind June 25-July 1, 1961. Mrs. Ada Church and Mrs. Una Barlow did an admirable job of planning a very worthwhile workshop.

The Primary Workshop in North Carolina and the Grade 1-6 Workshop at Overbrook were both reported very helpful to the participants, and the Essay Contest, sponsored by the Science Workshop, created interest in this expanding field of education. You will hear of the activities of the Physical Education Workshop in a panel discussion on Monday. The Superintendents' Workshop held its regular meetings at the time of the American Printing House meetings in Louisville in October 1960 and 1961. All of these groups continue their work between conventions in an effort to improve the education of visually handicapped children.

In a national organization, communication is an ever-present problem. The AAIB is trying to solve this problem by sending the **Fountainhead** to members who request it, sending workshop newsletters such as those sent by the Physical Education, Arts and Crafts, Mathematics and Houseparents' Workshops to the workshop participants, sending notices from the St. Louis office and contributing articles to the **International Journal.** The **Journal** staff has been very helpful, in our efforts to improve communications, by giving the President space for "The President's Corner".

Every possible effort has been made during the biennium to join other national groups in a unified effort to determine the need for research and promote the necessary research projects and to improve standards in the education of visually handicapped children and youth. To aid in this unification, the Executive Secretary, members of the Board of Directors and other AAIB members have attended national meetings, arranged for meetings at conventions of other organizations, participated on panels, spoken at conferences and conventions, served on boards of other organizations, visited teacher preparation centers and planned joint meetings. The meetings are too numerous to mention, but Mr. Ross Huckins deserves congratulations for the excellent meeting on Mobility, Orientation and Travel which he planned in connection with the Northeast Regional Conference of the Council for Exceptional Children in Seattle, Washington. Mr. Olsen and Miss Baird assisted at a Mobility, Orientation and Travel Workshop at Normal University in Normal, Illinois in May. Mr. Olsen planned a meeting on "Educational Fall-Out from Technical Developments in Work with the Blind" in connection with the CEC Convention in Columbus, Ohio in April of 1962. The Office of Education joined the AAIB in sponsoring, and supplied matching funds of $1,000 for, a conference on Modern Curriculum Provisions for Visually Handicapped Children, June 13, 14, 15, 1962. The conference was held at the Office of Education Headquarters in Washington, D. C. where many resource people and materials were readily available. Those who attended the conference were enthusiastic participants, and it is hoped that many of the ideas discussed at the conference will be useful in local and state programs. Thank you, Dr. Romaine Mackie and Mr. John Jones, for making the conference possible.

Word has just been received from the American Foundation for the Blind that the request of the AAIB for a grant of $12,500 for operating expenses for next year has been approved. We are indeed grateful to the AFB for its support and cooperation which have made possible the operation of our office in St. Louis. The value of having this office and an energetic, enthusiastic Executive Secretary, Mr. Maurice Olsen, is shown in the increasing activities of our association. It has been a pleasure to work with Mr. Olsen. Without his help, the work of the President would have been far more difficult. Thank you Mr. Olsen.

It would be fitting to thank each person who has been so helpful during the biennium, but "thank you to all who have contributed to the growth of the AAIB whose names have not been mentioned" will have to suffice. Through your continued efforts, the AAIB will make more outstanding contributions each year toward the education of visually handicapped children.

REMARKS BY THE NEW PRESIDENT

J. M. WOOLLY, *Superintendent*
Arkansas School for the Blind
Little Rock, Arkansas

With humility and a deep sense of responsibility, I accept the Presidency of the American Association of Instructors of the Blind. An honor such as you have bestowed upon me comes but once in a lifetime and carries with it many obligations.

My job as your president will be much easier as a result of the work done by the outstanding people who have preceded me in office. Each of them has had the aid and support of the entire association as well as a fine Board of Directors. I would like to take this opportunity to tell you that I think you have elected one of the finest yet in the 1962-64 Board.

I would like to digress at this moment to pay tribute to my colleagues for the encouragement, support and cooperation they have given to me through the last few years. Particularly would I like to recognize the Chairman of my Board of Trustees, Mr. T. A. Prewitt. He and Mrs. Prewitt are attending the convention and are here this afternoon. Many times through the past fifteen years Mr. Prewitt has encouraged me to go forward in our efforts to improve education for blind children.

Yesterday morning you heard President Lois Cox report to you on the progress of the Association during the last two years. If you review the reports of some of the presidents during the last decade, as I did recently, you will be amazed at the many accomplishments of AAIB and might be inclined to believe that little remains to be done.

However, may I discuss with you for a moment the needs of the Association as I see them and the possible courses of action open to us.

A Standards Committee has been in existence and active for some years. If we are to offer quality education to all of the blind children of America, we must develop evaluation procedures in order to determine when quality education is being offered. Plans are under way to stimulate this Committee to greater activity and to work toward improving standards, not only for all educational situations in which blind children are enrolled, but teacher preparation centers as well. I believe the committee will seek to build on what has been done and cooperate with existing evaluation agencies in its efforts to help improve education for visually handicapped children.

A college or university oriented seminar or short course which seems to me to have much to offer to improve the education of our children, is one directed toward the needs of administrators in their efforts to keep abreast of developments and trends in all areas of education. It is my hope that such a course or courses may be organized and scheduled during the next year.

The progress made during this biennium toward meeting the needs in the area of mobility must be continued. It has often been my expressed observation that education without mobility for the blind child is woefully inadequate. We must continue to stage moblity workshops wherever possible and work toward the conduct of one or more remedial and refresher courses in mobility, orientation, and travel such as that recently held in Maryland.

There is a desperate need for more knowledge in the area of vocational opportunities for blind children. This needs the study and cooperation of the best talent available to us. Many organizations and agencies are interested in this problem and I am confident that work will go forward in this area and that the AAIB will be able to report tangible projects in the near future.

Legislationwise, there has probably been no more critical period than now insofar as national legislation is concerned. We have had, and will continue to have, the best of advice from our Legislative Committee, I am sure. I would like to take this opportunity to urge that you stay informed on legislation, heed the advice of the Committee and work toward enactment of legislation, when they seek our assistance. Every effort will be made by the Committee to keep the total membership informed of pending legislation and the official position taken by AAIB in the particular situation.

Many opportunities continue to develop for improvement of our teaching skills. For instance, I am delighted to know that the Oswego Industrial Arts Course is again scheduled for next summer and that the American Foundation for the Blind plans a follow-up this fall on previous courses to determine the effectiveness of the course.

A critical area demanding much study and evaluation is that of the use of teaching machines. Perhaps you all know that at least three organizations are at this moment involved in the study of programed instruction and teaching machines for blind children; and that at least one firm has announced such a plan for the use of blind children. If there is merit in the use of teaching machines for our children we must not be left at the gate as other segments of education go forward with their use; on the other hand, we must not be swayed with the breeze and be tempted by "so much" useless gadgetry in our teaching efforts.

You heard the excellent report of the Membership Committee yesterday and know that we now have 1,950 members. Each of us must be ever alert to the possibilities of making the services of AAIB available to each teacher in the United States, Canada and elsewhere in the world through membership in the organization. The potential exists for still greater growth. Let us all set about the task of informing potential members about this great service organization of ours.

It was gratifying to know that our organization is embarked upon a program encompassing each of the "points of focus" mentioned by our keynote speaker, Dr. Cain. No doubt, our program needs improvement in more than one of these points, but professional standards, curriculum development, effective parent cooperation, inter-organizational effort and research stimulation, have been given attention.

Workshops have been urged to make recommendations to the Board which will make for more effective use of such workshop groups. I think the Board should study your reports from this convention very carefully with a view to perhaps realigning some workshops. Some groups have been too small and others perhaps too large for continued effective work.

As we look toward the 1964 convention, it might be well to consider possible plans for more leisure time. I know many of you have been pressed, from early morning until late evening, to attend every activity in which you would like to participate. Would it be possible to extend the convention one half-day with nothing but leisure scheduled for one of the half-day periods? Would it be possible to have some reports made to the convention only in writing for distribution at the convention and inclusion in the proceedings?

On behalf of the officers, Board and myself, I want to offer to you, The American Association of Instructors of the Blind, our best efforts throughout the biennium.

BANQUET ADDRESS

D. R. (BILLY) MATTHEWS, *Congressman*

8th District, Florida

It is not often that I have such a gracious introduction from such a gracious lady as the one I have had tonight. Miss Cox has been actively and vitally interested in the work of this Association as long as anyone within the hearing of my voice. Her dedication to the work of the blind for the past three decades is known to everyone who has been identified with this great humanitarian effort. All of us share pride in your accomplishments, Miss Cox, and have been inspired by your leadership.

The daily workshop meetings and sessions of this Convention have been presided over by such an array of experts, and are so replete with the most up-to-the-minute statistics and information in regard to subject matters of common interest to all here, that, frankly, I feel I can add little to what has already been said or what may be said tomorrow. To add anything novel to what so many experts have already told you, or what others will tell you at the remaining sessions, is a task beyond the capabilities of your speaker. In fact, it may come as a surprise to you to know that much of the material that I have carefully garnered over the last several weeks from the Library of Congress and the Department of Health, Education and Welfare, in anticipation of this meeting and which I had hoped might provide some gems for your enlightment, is, alas, the works of authors who themselves are program participants. I dare not run the risk of being accused face to face of plagiarism by those whose works I have plagiarized so I shall have to speak to you in a very general sort of way.

In this day of revolution and worldwide instability, it is refeshing to know that our great country, in so many respects, is taking the lead in developing workable programs for our handicapped citizens. I believe our leadership has influenced other nations, especially some of the more highly developed and industrialized nations, to also embark upon programs of benefit to the handicapped. The world has benefited from a two-way flow of ideas and research in all fields of medicine, especially during the past century, and this two-way flow will eventually be felt in the field of rehabilitation, I am sure.

The President's Committee on Employment of the Physically Handicapped, founded in 1947, provides a continuing program on a day-to-day basis of public information and education designed to provide increased employment of the handicapped in productive, tax-paying jobs, free of public or private assistance. As you know, it seeks to achieve through promotion and voluntary cooperation among its members, a maximum of gainful employment and better understanding and cooperation among Federal, State, and other Government agencies and private organizations and individuals regarding the problems of millions of handicapped Americans.

As many of you know, my chief civic interest over a period of years has centered in work on behalf of the blind, and our national rehabilitation efforts in this particular area have been a source of primary concern to me. I introduced H.R. 1855, in the 86th Congress, calling for the establishment of a temporary national advisory committee for the blind, which would study the entire field of existing Federal, State, and local activities related to the granting of services to the blind, for the purpose of obtaining better coordinated programs and attaining maximum benefits for the blind. Other bills were introduced similar to mine, and were the subject of hearings before appropriate Congressional Committees but, unfortunately, were not reported out of Committee. However, in May 1959, a committee study was authorized aimed at securing comprehensive data on the problems and needs and programs for blind persons as well as persons with other handicapping conditions.

The Social Security Amendments of 1960, passed by the Congress, contain, as you recall, two provisions of special interest to the blind, which I was happy to support. One is an amendment of the "Aid-to-the-Blind" provisions which liberalize the "needs test." The Congress was impressed with the evidence presented during the hearings that people receiving assistance through aid-to-the-blind programs desire an increase in the present earnings exemption so that they will have a greater opportunity to work toward self-support. Accordingly, the Amendment provided that in determining the need, the State shall disregard the first $1,000 of the earnings in a year, and one-half of all subsequent earnings in that year. This increased exemption became compulsory as of July 1, 1961, and I am sure has proved an incentive to greater efforts to many.

On behalf of the National Federation of the Blind, the American Association of Workers for the Blind, and others interested in problems of and promoting the best interests of the Blind, I introduced in this Congress, H.R. 4339, a Bill to amend the Randolph-Sheppard Vending Stand Act. This is a companion bill to S. 394, upon which a hearing was scheduled before the Senate Committee on Government Operations just a few days ago, and in support of which I was pleased to present a statement. I understand the departmental reports have not been too favorable, but often we must try in several successive Congresses to enact a desirable piece of legislation. S. 394 and H.R. 4339 are designed to correct some of the long standing deficiencies in State vending stand programs operated under the Randolph-Sheppard Act and would serve to increase employment opportunities for many blind men and women who are now unemployed. It is my understanding that there are now 26,000 blind persons in this country who are working and virtually all have undergone some form of rehabilitation. There are now about 2,200 vending stands in operation in the Nation, a third of them on Government property, and operated by blind persons. The operation of these vending stands by the blind was made possible by the Randolph-Sheppard Act of 1936. With the great increase in Federal employment, and more and more Federal buildings coming into use, we have discovered that often the custodians permit the placement of vending machines at strategic locations in competition with blind operators. We hope to preserve this area free of encroachment for the exclusive use of the blind, if possible, or at least free of harmful competition. If we don't succeed now, we shall try again.

I have been pleased to note that the total gross sales from vending stands for fiscal 1961 amounted to $42 million, of which $14 million were from Federal locations and $28 million from non-Federal locations; that the net proceeds of operators totalled $8 million, of which $2.6 million went to Federal and $5.7 million to non-Federal operators, while the annual average earnings of operation was $3,900.

School enrollments of blind children, as I am sure you have learned at your workshops this week, have surged to their highest level in history. These school children will be seeking jobs tomorrow. We must all be on the alert to find work opportunities for them when the time is ready for them to be on their own. Statistics furnished me in Washington indicated that there are now an estimated 330,000 blind persons in our country, or partially blind. More than half of them are over 65 years of age, and about 8,000 to 9,000 are of school age.

The Federal Government's aid to the blind in fiscal year 1962 was $93,300,000. There were 105,000 beneficiaries. The Government's participation in medical research, and in health and medical related programs totalled approximately $4.5 billion in 1962. Research is, of course, the answer to a lessening of incidence of blindness in the nation in the years ahead. Were we not so preoccupied with problems involving our national security and defense expenditures totalling multi-billions of dollars, there is good reason to believe that we would have been farther along in our conquest of blindness. But this great dream, like others, must proceed at a slower pace until the liberalizing influences of the world once again hold sway.

The great poet, John Milton, who lost his vision in 1652 wrote: "On His Blindness" —

> "When I consider how my light is spent
> Ere half my days in this dark world and wide

And that one talent which is death to hide
Lodged with me useless, though my soul more bent
To serve therewith my Maker, and present
My true account, lest He returning chide,
'Doth God exact day-labour, light denied?'
I fondly ask. But Patience, to prevent
That murmur, soon replies, 'God doth not need'
Either man's work or His own gifts. Who best
Bear His mild yoke, they serve Him best.

His state is Kingly: thousands at His bidding speed,
And post o'er land and ocean without rest;
They also serve who only stand and wait."

Because of the dedicated work of men and women like you, thousands of men and women do not have to stand and wait. They can move forward to new areas of worthwhile activity. They become great assets of society. In **Paradise Lost,** Milton wrote: "The mind in its own place, and in itself, Can make a heaven of hell, a hell of heaven."

Because of your instruction, blind people can survive an environment of darkness. They can make a heaven out of what might have been a torment of negative existence. Let us continue to teach and inspire thousands yet unborn to achieve the full dignity of American citizenship with a full sharing of the privileges and responsibilities of our American way of life.

PANEL DISCUSSION—MOBILITY FACILITIES AND TIME FOR TRAINING

RUSSELL C. WILLIAMS
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Washington, D. C.

I have been asked by our panel chairman, Mr. Ross Huckins, to discuss the subject of orientation and mobility for the blind on the basis of the resources which are available for the training of personnel and the length of time needed to do the training. Eighteen years ago this summer I came into an institution which had a large number of specially trained personnel assigned to assist blind persons learn how to get from place to place by themselves. I was instructed at different times by different individuals in this group and steadily learned the ways and means by which I could get myself to places I wished to go. The orientors had been specially trained for their work and were receiving further training regularly as their experience mounted. This work was done in an Army hospital which cared for many hundreds of patients, only two or three hundred of which suffered severe visual impairment or blindness. Even though the eye patients represented a small minority of the whole, the entire hospital respected the orientation and mobility work going on and supported it by expecting blind patients to go places by themselves and not interfering while it was going on.

The psychotraumatic effects of blindness were greatly reduced for me when I saw myself gradually beginning to get where I wanted to go without dependence upon someone else. The orientation and mobility process interspersed among medicine and surgery and other activities went on for months with immediate therapeutic benefits and long range value as far as readiness for living as blinded persons.

For the most part the special orientation and mobility personnel were soldiers. A teacher was not more apt to be assigned than a soldier with some other background. No criticism is leveled here because this was wartime and oftentimes one's service occupation was dissimilar to the occupation followed before service. I recall receiving some of my training from a part owner of a retail furniture store, a cigar store owner, a steelworker, a golf professional, an undertaker, and a professional baseball player. They did well and I am sure that much credit for it goes to their supervisors who had teaching backgrounds.

At another Army institution I continued my rehabilitation in another environment favorably disposed to orientation and mobility and the teaching of it. Less formal teaching went on than at the previous institution mentioned. This I believe had to do with the comparatively less training given to the special personnel assigned and the refresher preparation received as they worked. The impression gained was that officials believed too strongly in the half truth that one can negotiate an area efficiently if only he has a mental picture of it. Here the environmental influence toward self-dependent mobility of the blind was very positive, but the teaching needed to develop the methods that were lacking. In this environment some of the personnel were teachers by previous training. However, the special personnel assigned to orientation and mobility were not more apt to be teachers by training than they would be farmers, industrial workers, retail salesmen or carpenters. Again it was wartime and personnel were hard to obtain and many of them received their assignments to the program out of the military.

My next experience with trained personnel and the training of them for orientation and mobility of the blind occurred at the Veterans Administration Hospital, Hines, Illinois. By the time this rehabilitation program for the blind was begun in 1948, the personnel of the Army who had been specially trained in orientation and mobility had gotten out of service and had returned to occupations which made them unavailable for employment in this new program. I was in a position of responsibility here and among the responsibilities were included the selection and training of personnel. I was assisted in these matters by the supervisors of the Army orientation and mobility program. We selected men who had training and experience in teaching persons with severe disabilities other than blindness in techniques and skills. Some of this original group of orientors, not all, were qualified by education for public school teaching. I believed that this preparation was a major qualification and I have never been sorry that I felt this way.

The original group of six orientors were given several months training before any veterans were brought into the rehabilitation program. They were blindfolded much of the time and themselves instructed in the matters which they would be teaching to blind people later. This was no short period of time since it was deemed necessary for these special instructors to learn how the use of one's remaining sensory endowment and modified techniques equip one who cannot see to gain information about his whereabouts and move about in them. Canes were employed in this training process and they were longer and lighter than the weight bearing cane we ordinarily see in use. These instructors were confronted by a great many different situations indoors and out to illustrate when no external aid such as a cane is needed and when one is. They were given many experiences to show how good teaching can acquaint them with effective methods more quickly and accurately than they could learn by themselves.

As years passed it became necessary to add new personnel to the orientation and mobility staff to take care of increasing workloads. By this time a catalog of routes and situations were known which provided teaching material for training of new staff. The situations included the simplest, least complicated on through to the most complicated we could find in the Chicago area. Each situation and route was planned to prepare the learner for the next route or situation. It was a good example of programmed learning.

The learning program of these new instructors under the blindfold was always supplemented by much discussion when the blindfold was off and the routes and situations could be observed with the eyes. They were shown the dangers, the pitfalls, the frustration points, and the blind alleys, which they could expect to encounter when they were teaching blind persons later. Plenty of occasions were provided where these learning instructors experienced danger and frustration and embarrassment. They felt the insecurity of being expected to proceed with inadequate information about situations or without the external aid which a cane or properly placed arm would afford.

When these instructors began to teach blinded veterans, they did it in much the same way as new teachers do in practice teaching. They had an experienced instructor watching their work and offering criticism and advice. It took a very long time before these new staff members were considered competent to instruct with the variety of temperaments, ages, backgrounds, intelligence, and coordination which their student group comprised. Much terminology had to be learned and the problems of translating into words for different people demanded much. Different sight levels called for differing approaches in teaching. Hearing losses, which were common, called for different solutions. Amputations and brain trauma brought in differences of critical importance. The instructors were only as good as their understanding of these and many other conditions involved in their student's makeup. Often it was a year and a half or longer before we would assign instructors with the students who had some of the more serious problems of personality or physical disability.

We at Hines in 1949 were first confronted with the responsibility of providing personnel other than our own with training in orientation and mobility techniques and teaching methods. The Veterans Administration sent personnel to us from other installations at which blind rehabilitation was being provided. The periods were short—two weeks or less. We were aware that the personnel had been working with blinded persons, but we had little knowledge of their know-how or special circumstances in their work situations. We met this problem in the best way we knew how by resolving to show them as much as we could about the circumstances which confronted us in our work and our ways of handling them. We blindfolded these instructors, when they were not already blind, and allowed them to experience the use of the methods we taught and our methods of teaching. The time was indescribably short for this purpose and we did not even approach the time when we could allow them to instruct blinded veterans under the supervision of our own instructors. In some instances they validated the techniques as far as their own uses of them were concerned, but we did not have the time to illustrate that the learning of the skills and the teaching of them to other individuals is another matter.

As time went along we became known at Hines for the effectiveness of the orientation and mobility teaching which was part of the personal and social re-organization program for blinded veterans. We were asked by persons and agencies outside the Federal Government to provide training in the methods employed. We were flattered to be asked to do this and welcomed many persons from this country and abroad to learn how we were doing our job. We had no formalized instructor training program and the visitors came as observers. In every instance the time allowed for instruction of these visitors was too short. They were always employed by a school or agency and the time they could spend away from their employment was strictly limited. Sometimes we were asked to show our methods in a few days. Sometimes for periods as long as two weeks, and on very rare occasions, for as long as six weeks. None of these were long enough to do credit to the complex process involved. One of the difficulties which I mentioned briefly before was that we had no way of controlling the education and experience of the persons who came to us to learn. We accepted persons who came and did the best we could in the brief periods of time allowed to us. Obviously, we could not guarantee the quality of work these people would do upon their return to their own agency or school. Over the years there were many requests for staff members of Hines to come to colleges, universities, and seminars to discuss the value of orientation and mobility for the blind and the methods employed in instructing it. The VA was glad to make its personnel available for this purpose whenever the work requirements of the personnel permitted. The colleges, universities, and seminars which our personnel at Hines, including myself, attended, were too numerous to mention here, but they are located all over our country and in one foreign country as well.

In 1959 it was apparent to the Office of Vocational Rehabilitation and the American Foundation for the Blind that our country needed formal programs for the preparation of instructors in orientation and mobility of the blind. Interested and knowledgeable representatives came together in a meeting conducted by the American Foundation and financed by OVR. At this meeting it was confirmed that a formal training program was needed and that college and clinical training facilities should be sought for the purpose. Following this meeting, two institutions of higher learning established programs of graduate education in which students would qualify to become specialists in physical orientation and mobility for persons with severe visual impairments and blindness. Boston College accepted eight students in the summer of 1960 for 14 calendar months of academic training and practicum in this special subject. Western Michigan University, Kalamazoo, Michigan, in September of 1961, instituted a program under which 12 students would receive the academic training and practicum for one year. This University employed former instructor supervisors of Hines VA Hospital, and included a semester of clinical training at Hines for its students. Boston College has now graduated seven specialists and they are employed in their special work in a number of agencies over the country. They accepted 16 for the Master's Degree course beginning in the summer of 1961. I will not attempt to describe the curricula of the two institutions except in very general terms. Both lead to Master's Degrees and both courses include subjects relating to blindness or severe sight loss, rehabilitation and education, and resources for the purpose. Both include a great deal of practicum under which the student learns validated techniques and the teaching of them to adults and children. Persons who have completed undergraduate education can, if they are accepted for these programs, receive a generous grant under which to finance themselves while going to school.

Some of the teacher training institutions in our country which specialize in preparing teachers for education of blind children are offering courses in orientation and mobility methods for classroom teachers. These courses involve three or four weeks of intensive work. While they are not of sufficient length to permit teachers to prepare for all aspects of orientation and mobility, they do equip the student to give instruction and guidance in the subject to the children under their supervision.

While we have a long way to go before physical orientation and mobility are included in education and rehabilitation of the blind to the point where their maximum value is realized, we have, none the less, come a long way in the 18 years since I first experienced it. It is a subject which is much discussed and every day more and more agencies and schools are recognizing it as important and including it in their activity.

PANEL DISCUSSION—MOBILITY RESPONSIBILITIES OF ADMINISTRATORS IN PROVIDING TRAVEL TEACHERS

L. P. HOWSER, *Superintendent*
Kentucky School for the Blind
Louisville, Kentucky

The American Association of Instructors of the Blind are to be congratulated for planning this session on orientation, mobility and travel. Those of us who have been anxious in the past, now have our dreams coming true. It has been a long time since World War II when this program received its major emphasis. In fact three members of this panel have had experiences dating back to World War II and Valley Forge General Hospital. The fourth one represents the Seeing Eye, Inc. which helped structure the total effort at that Army installation. We can rightly state that orientation, mobility and travel received more attention during and since World War II than any previous period in history.

The 1954 AAIB, Columbus Convention had one general session alloted to this subject. The crucial question today is—**what shall we do with our opportunity?**

Administrators of all the schools and classes of the visually handicapped have a serious and binding obligation to secure the necessary instruction. The first objective of our philosophy is to teach self-realization. This can only come through self-reliance. The visually handicapped child needs orientation and mobility even before he needs academics. After the pupil has entered school, academics could motivate orientation and mobility. It has been well stated that good rehabilitation of an adult starts at the bedside. It could also be added that the child's orientation and mobility training should start in the cradle. This must be a growing program and it should get started as early as possible. Orientation may be defined as finding of ones relative position or bearing in general. This does not come easy if the child has no sight. Obstacle sensation, which is object perception through sound waves, can be used very well by a young blind child. The degree of usable talent for obstacle sensations, if known by instructors, would allow orientation to develop much easier. The teacher or attendent, of course, must know what degree of development to expect and what use can be made of these aids for additional development. Kinesthesia is another important factor that needs to be developed. Teaching the muscles to function properly is most essential in this beginning. In fact orientation and mobility can not be had without kinesthetic teaching. Physical education is important in muscle tone and dependable reactions. The blind child finds security in effectively using these factors, this in turn helps to eliminate fears. All of these aids will help in the development of orientation.

Who should know about these areas of teaching? The community, volunteer, church worker, or anyone who will help the child. The parents may not know or understand how effective this teaching may be: certainly we can not always teach all who should know, but we can try. There are too many children who are old enough now to enter schools and classes and have not learned these essential demands of daily living. The excuse may be offered that he has not learned because he could not see. This we know is not the truth of the matter. The schools and classes can not be successful in their roles if these pre-school children are not given basic training in all these areas. The expert may not be called in for general orientation and environmental mobility unless one happens to be available. The parents, baby sitter, grandparents or anyone else who cares for the child needs an adequacy in meeting these requirements. The primary and elementary teachers should know of the progress or lack of it when they receive the child. This body of knowledge should be added to, so long as he is in school or vocational training. The administrator should accept the responsibility of providing instruction, as a part of his duties, the same as he would be concerned with the health program or the academics. It is recognized that this covers a wide range of responsibilities, but the curriculum in its broadest sense includes all avenues of improvement. Orientation and mobility are prime prerequisites for formal travel training. Those of us who have taught either cane or dog guide travel do not publish pamphlets or lesson plans in detail. This is not done because a novice may use such material to endanger the very life of a child or an adult.

The question has been rightly asked—what shall we do with a few pupils in a braille class of varied ages? Where will we get help with this instruction for teachers, parents, and others? The simple answer could be given that the difference between a problem and a solution, is an idea. It is not within the province of one man to speak for all the agencies in the United States and Canada. But, a number of them can be made available if a need exists. Rehabilitation Centers, sheltered workshops, and residential schools can certainly be used. Personnel can be provided for summer seminars and regional workshops. We can always depend on the old reliable by writing to the American Foundation for the Blind. The Secretary's Office of the AAIB is a willing helper. It should be well understood that formal training for travel should be given by the experts. If a dog guide is needed we can always depend on our friends at Seeing Eye, Inc. Most people who are concerned with the blind child or adult will gladly attend a workshop. They enjoy the experiences and it gives them an adequacy that they would not otherwise receive. The knowledge will increase and the improvements will come where they should; that is with the child that needs it. There is a great need for a widespread teaching program of orientation and mobility. This would in turn present a greater need for good travel training, either with the dog or the cane, and as electronics come into the picture, they too should be used. Those of us who are beginners are not expected to have all the answers. Yes, and even those of us who are older in the service do not have all the answers, if we were to tell you the whole truth. We need each other in all of these efforts. Nothing succeeds like success. Let us take new confidence in what is already known and grow from this worthy beginning. The children of today will help us if we attempt to help them. We cannot wait until we are all experts before we get on with the work. Let us strive to make each generation a little better than the preceding one. This can be well done by a whole hearted effort.

DEMONSTRATIONS

Show Junior High and High School teachers orientation and mobility for their regular class activities.

- A. The pupils should learn the class room and all that is in it.
  1. How to move from the child's desk to the teacher's desk.
  2. Through the aisles.
  3. From closets, to cupboards, to shelves, and etc., to other pupils' desks.
- B. The wash room route and return:—
  1. A shoreline and landmark.
  2. General directions and how to find them.
- C. How to go to the lunch room and return:—
  1. Part of the way if it is too far to learn within one lesson.
  2. The inside of the room.
  3. The shoreline and landmarks that are essential to the learning.
- D. Building:—
  1. Various places of interest.
  2. Halls, stairways and storage rooms.
- E. Grounds and play area:—
- F. Orientation techniques used to leave the campus.
  1. How to find the four directions.
  2. Commendations for advancement when well earned.
- G. How to follow a sighted guide.
  1. Instruct him in the teaching of his family and friends.

PANEL DISCUSSION—MOBILITY EXPERIENCES FOR CHILDREN IN PRIMARY AND ELEMENTARY GRADES

BEATRIX BAIRD, *Travel Instructor*
Maryland School for the Blind
Baltimore, Maryland

Training in orientation and mobility is a fairly new discipline of teaching but we are well aware of its importance. While we have realized for some time that this training should start long before the child comes to school, and while we long have recognized that many people must be involved in this training, it has been a comparatively short period during which educators of blind children have taken cognizance of the fact that we need specially, and carefully trained teachers of orientation and mobility. Not only must these teachers have this highly specialized training, but they must be, I feel, people with qualities in addition to those we look for in all teachers.

A mobility teacher must have a vital concern in, and a profound respect for the dignity of the individual, be he child or man. He must be a perfectionist who pays continuous attention to the niceties of every situation; one who is aware of all the risks, and has the fortitude to cope with them without adding the burden of his fears to those of the pupil; one who can take the frustrations and disappointments which come from many sources, the lack of ability in some pupils, the rejection and interference which unfortunately frequently come from the very people to whom he looks for support, parents and other teachers; he must be an elucidator, one who makes things crystal clear; and, along with a tremendous zeal for his work, he must have an iron constitution.

As I have already said, training in orientation and mobility should start with the very young child, because he must be taught many things that a sighted child learns by his own observations, the location, size, shape and movements of things in space, and their relations to each other. He must be allowed, and urged, to explore everything about him. He must be helped in gaining an understanding of his environment. This requires continuous showing and explaining in order that his concept will be realistic.

A very young child can be taught many things: good posture, a smooth, easy gait in walking, the ability to run, skip and jump. His curiosity should be stimulated so that he will not be satisfied with verbal concepts but will want tactual experiences. He has a tremendous need for experiences with common objects and the skills used in the activities of daily living. It is not enough to explain things to him. He must learn in terms of his own senses. Of these the most important, if he is to become independently mobile, is probably the skill of listening; the recognition of sounds, localization of the sounds, and the discrimination of sounds whether stationary or moving. He must be taught to be aware of differences in terrain and thus gain the conscious faculty of cognition of the feel underfoot and the sound of footsteps on varying surfaces. Some children instinctively recognize auditory clues and temperature changes or air currents but need training to grasp the implications of a new situation in association with other situations in their experience. An awareness of the movements of other people as well as the position of inanimate objects is necessary, not only to avoid running into them, but to use them as guides. The child should be taught to use one arm for protection against bumping things, rather than be allowed to move with both arms fanning out before him, for this not only looks awkward but gives him no protection. The ability to walk smoothly in a straight line can be developed by practicing on a narrow walk or plank, or by walking close to a wall without touching it. He must learn to take care of himself and his belongings with a fair amount of ease. This takes a long time so we must start this training at an early age too. We must provide the stimulus and encouragement required in the slow process, and not become impatient because we can do it so much faster and more expertly.

We must be certain that the child understands each situation, starting in controlled, simple situations and taking him into increasingly more difficult ones as he gains confidence through familiarity with his environment. We must not allow ourselves to be misled by a blind child's ability to verbalize, but must make sure that our words have been understood—and it is important that we all use the same terminology in the area of orientation and mobility. Variations in the meanings of words here will lead to disheartening confusion.

Orientation and mobility training continues endlessly. As our man made world becomes increasingly complex, the amount of information the blind person must elicit from the seeing is compounded. The child finds more challenging situations as his world broadens. He must comprehend directions in space; understand the concepts of North, East, South and West; be able to take a direction from one point to another, be it from one door to another, from floor to floor within a building, or from one building to another. He must be made aware of the ability to perceive objects in his path, and through practice develop this perception to the utmost. We must help him gain confidence, with a proper sense of caution when moving out onto less familiar ground, for insecurity interferes with perception.

When should we start formal training with an aid, such as the long cane? When the motivation, the need, arises for the boy, or girl, to move independently in uncontrolled, unfamiliar environments. The cane is a tool which requires skill in handling to make it a useful one. This takes practice, very precise practice, and lots of it. The youth must learn many other things now; the way streets intersect each other; the way traffic moves and is controlled; how to follow verbal directions; how to spot and make use of landmarks; how to ask for help when it is needed; and how to graciously refuse it when it isn't. He must become flexible in his level of attention, and must gain auditory selectiveness. He must be able to recognize that the perspective of sound changes as he and the sources of sounds move. This means that he must learn to filter out the sounds that give him cues to follow, like the hum on overhead trolley wires above the noise of cars, indicating an approaching trolley. He must learn to accept failures without losing the determination to persevere until successful. We must make him realize that the cane is a real aid to independence and not let him succumb to the resistance against it which we find not only in many adolescent youths, but in adults, teachers as well as parents.

The partially sighted child is in as great need of training. As long as he can see he will not feel the necessity of developing his other senses. But his sight is not always adequate or accurate, and because he appears to see he will not be looked out for as is the obviously blind child. Through instruction he can develop the sensory acuteness of the blind, and can learn techniques that will greatly add to his security and adequacy.

It is important in our training programs that there be acceptance of the cane by our school staffs, parents and pupils. We must work to develop all the endowments of the individual child, realizing that children can learn skills before they have the judgment to use them properly. And we must remember that mobility skills are motor skills which take continuous practice to develop and refine, and require continuous, concentrated attention.

PANEL DISCUSSION—MOBILITY
SOME CONCEPTS ON ORIENTATION AND MOBILITY

ROBERT H. WHITSTOCK

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In recent years there has been growing awareness among educators of blind children that orientation and mobility skills are of paramount importance. To implement this awareness, many schools and school systems have initiated mobility training programs. This trend is a good one, and it is certainly gratifying to see it grow, but I think it is now time to take inventory to be sure we know where we are going. The implications of mobility competence or lack of it are so far-reaching in the social, psychological and economic sphere, that all of us must be careful that these new programs be of the highest quality and scope—and not merely superficial! In the realm of mobility training we are literally dealing with the life or death of a human being, and we are dealing with the confidence and motivation of persons. Premature training, incompetent handling, or inadequate preparation can all have disastrous physical or psychological consequences.

From my own standpoint, I have found the following definitions helpful in clarifying my thinking on orientation and mobility considerations. These definitions are artificial, for orientation and mobilty are terms complexly interwoven. By orientation I mean an effective awareness of and interaction by an individual with his physical, cultural and social environment. By mobility I mean the possession or use by an individual of formalized skills for his independent negotiation of the physical environment.

By definition then, orientation becomes almost the process of life itself, including the basic processes of maturation, socialization, and the development of the neuromuscular structure. It involves the interaction between a developing child and his social and physical environment and the child's ability to systematize and use external stimuli and information in order to be a part of reality. With this broad view, over-protection, rejection, isolation, lack of external stimulation or experience, etc. will clearly distort natural behavioral development and thus markedly affect a child's orientation level. Poor physical development, bad posture, mannerisms, social inadequacy, withdrawal, emotional immaturity, lack of initiative, etc., together or separately, can be the result. In any event, this lack of early orientation effectiveness, compounded later by a curriculum weakness on the part of a school system to meet these problems, has resulted all too often, in the past, in restricting the economic and social potentialities of the adult. Not only has there been lack of behavioral development in blind pre-school children, and indifference on the part of school systems toward their orientation needs, but there have—in addition—been policies and weaknesses within school systems themselves which may have actively retarded or depressed previous orientation levels. Thus, all of us are familiar with instances of the youngster who has over-excelled in academic pursuits only to be woefully inadequate in the social and recreational aspects of life. How much more effective could their lives have been if from early childhood and through their formative years they had matured under the guidance of persons with a positive and wholesome philosophy and under a system of schooling which **deliberately** fostered their orientation development through a myriad of tiny but important details,—details incorporating such matters as daily living skills, positive public relations without exploitation, creative recreation, and the fostering of attitudes which encourage the individual's personal responsibility.

As a consequence of the foregoing, it is my deep conviction that orientation and mobility skills must be **deliberately** fostered by a school system, and the impact of home, school and community on a blind child should be understood. A program should be formulated, consequently, which would incorporate constructive action by teachers and parents so that the advances achieved in the school could be consolidated in the home. To do this, all those who have contact with a blind youngster should have exposure to a proper perspective on the **importance** of orientation and mobility skills.

One element in a proper perspective toward orientation and mobility is an understanding by teachers, parents and blind youngsters themselves, of the relationship between long cane use and dog guide use. As has been said so many times, these are not competitive or antagonistic systems, but rather they are complementary — or supplementary. Experience over the years at Seeing Eye has indicated, generally, that the better oriented a student is before he enters our school, the more effective will be his technical use of a Seeing Eye dog. Cane travel training is not a prerequisite for eligibility at Seeing Eye, but formal mobility training—if provided properly—will raise an individual's orientation level and thus eventually enhance his ability to use a dog guide.

Closely related to this topic is another basic point and that is the question of freedom of choice as to which method best serves an individual's needs. Long cane techniques and Seeing Eye dog use have been validated by thousands of blind persons who have achieved effective independence through their utilization; however, as to which system an adult will utilize—that choice must belong to the individual. One of the primary responsibilities of rehabilitation counseling is the duty to encourage independent decision-making on the part of a client; consequently, blind persons should have the right to choose which method of mobility best serves their own intrest. To make such a decision, accurate information on mobility systems should be available to the student so that as an adult he will be able to choose wisely. Since Seeing Eye dog use is a highly specialized subject, the best source for such information would be The Seeing Eye. Persons who wish to learn more about our program should write directly to The Seeing Eye, Inc., Morristown, New Jersey and we will be happy to answer specific questions or to furnish literature.

Since long cane techniques have been dealt with elsewhere in this panel, I will confine the remainder of this paper to a discussion of Seeing Eye dog use.

From its beginning, The Seeing Eye has maintained that not all blind persons can use a dog guide to advantage, and it is the absolute responsibility of a dog guide school of integrity to assign dogs only to those blind persons who can benefit from their use. Thus, the decision as to which persons qualify is again a highly specialized matter and must rest, of necessity, with Seeing Eye itself, but there are basic qualifications that can act as guide lines to counselors or teachers.

Each application received at Seeing Eye is treated individually and confidentially, and is judged against the following criteria:

1. A prospective applicant should be in reasonably good health and should be of at least average intelligence.
2. Individuals should be at least 16 years of age and generally not older than 55; however, each application is judged on its individual merits.
3. Students attending a residential school for the blind would not have a justifiable need for a dog guide and consequently should wait before making application until after graduation from high school.
4. Most students who attend The Seeing Eye school are totally blind or have light perception, but individuals who have some vision, but not enough for travel purposes, may also qualify.
5. Persons who have a hearing loss may qualify, but they should be able to tell the direction of traffic with a remarkable degree of accuracy.
6. The individual must have a worthwhile purpose in life, for Seeing Eye dogs need constructive purpose in order to work well; consequently an individual likely to become a mendicant could not be eligible.
7. College or university students, housewives, employed persons, civic leaders and persons who are unemployed but have real employment plans, would have the necessary constructive purpose, while those who are inactive and unmotivated could not be successful dog guide users, for, as indicated above, a Seeing Eye dog is a working dog and by its nature requires purpose and use in order to maintain its effectiveness.

In our evaluation of an application in order to determine eligibility, as complete a picture as possible of the individual is important. A realistic appraisal of a blind person's capability would certainly be helpful in this determination. Personal adjustment, including emotional stability, unusual conditions, spatial orientation, muscular coordination and balance, plus motivation, are all important in assessing eligibility.

Training at The Seeing Eye generally lasts four weeks for new students, but an individual does not leave with his dog until he and the Training Division are confident of the safety of the unit. This does not mean that all students who graduate perform identically. Both dogs and students are individuals and the end result of training is highly differentiated. This is true for cane travel instruction as well. Successful graduation from The Seeing Eye does mean, however, that the individual can function adequately, and that he has acquired the nsecessary skill to care for, control and use his Seeing Eye dog. After graduation the school maintains continuing contact with students, and follow-up assistance is available when necessary.

A Seeing Eye dog guides its master by means of a U shaped harness handle. This harness is, in a sense, a telegraph line that communicates vital information back to the master. Experience and training teach a student how to evaluate and use this information. The motions and reactions of the dog can be felt through this harness and in time, the dog guide user learns to judge the degree of a turn or the reason underlying his dog's behavior. Among the lessons a Seeing Eye dog learns are to stop at curbs and steps, to avoid obstructions—including those overhead—and to pay attention to traffic. A Seeing Eye dog can generally learn new routes quickly and will generally walk along at a rapid pace and in a straight line. In crowded places their pace slows and their course becomes more circuitous, depending upon what the situation requires. Their intelligence and their sense of responsibility make them face dangerous situations with care and discretion. A Seeing Eye dog will intelligently disregard a command given by its master which would lead to serious harm.

A Seeing Eye dog is directed through a series of "left", "right" and "forward" commands; consequently the master should be fairly well oriented to the locality in which he moves. In unfamiliar places the dog guide user must ask directions—as would a sighted person. In certain types of situations where a maze of possible pathways exist, a dog guide can be taught to follow a specific route. This capacity in a Seeing Eye dog makes the negotiation of a large transportation terminal a relatively simple matter.

Self-confidence and psychological attitudes of adequacy are important components in independent travel. A properly used Seeing Eye dog contributes greatly toward confidence and can reduce the nervous tension so many blind persons experience in their travels. A brisk pace, the efficiency of movement, the ease of maintaining a straight line, the relative simplicity of handling traffic situations—all contribute to this feeling of confidence and self-reliance. Moreover, the self-image a person holds is molded, in large measure, by the reaction of the people around him, and a properly working dog-master team will invariably evoke a positive response from the public. Also, a well-controlled and trained dog is essentially a symbol of independence, and this may well account for the fact that so many of our graduates, over the years, are persons whose occupations are such that they require extensive and positive contact with their communities.

A question frequently raised concerning mobility aids centers largely on the idea of the image created by the use of an aid—whether it be a dog guide or a cane. In other words, blind persons often wonder if a mobility aid is inherently a badge of blindness. My response would be that a properly used aid lends dignity and adequacy to the person and rather than acting as an identification of blindness, the major emphasis becomes that of independence.

Another question often raised by blind persons is whether or not the use of an aid creates dependence by that person on his aid. Put in another way, the question is: Does the use of a dog or cane decrease the effectiveness of an individual's sensory processes? The answer is clearly "no". In the first place, when using a travel aid a blind person also utilizes all his sensory perspective. The aid, plus the individual's sensory capacity, thus produces a sum total of an individual who is far more independent. Using an aid, therefore, does not replace sensitivity to reality, but rather augments a person's capacity and independence.

Other questions raised more specifically to Seeing Eye dogs also need answers:

> Dog guides are now permitted universally in buses, trains, aeroplanes, restaurants and hotels. This acceptance by public accommodation has been achieved largely through the demonstration by Seeing Eye graduates across the United States that their dogs are not a complicating factor in the functioning of public facilities. In addition, a number of states, in recent years, have re-enforced public acceptance with legislation making it a legal right for a blind person to be accompanied by his dog guide in public facilities.
>
> As far as employment is concerned, our graduates over the years have indicated a generally favorable reaction by employers to their use of Seeing Eye dogs. A clean, well controlled dog, kept out of the way when off duty, which can guide its master at will without help through an employment setting, could not be a liability — but rather a catalyst for the effective participation of blind persons in employment. A person equipped with independent mobility skill, whether it be with a dog or a cane, is a person who has widened his economic potentiality.
>
> Seeing Eye dogs, through careful selection, are highly adaptable. They adjust easily to a family setting, and many of our graduates are married and have families. Some attention from friends or children to the dog is not harmful.
>
> Generally, a dog guide user through his personal choice keeps his dog near him, but this does not always have to be so. Part of the instruction a person receives at Seeing Eye is the procedure to follow in order to adjust a dog to being left alone when it would be more convenient for dog and master. Thus, for example, if the dog guide user wished to go to the movies, their mutual convenience might be best served by leaving the dog at home.
>
> In a restaurant or dining room setting, the dog is taught to lie quietly beneath a table or chair and to do so without confusion or effort.
>
> On public transportation the dog is kept between his owner's feet in front of the seat, thus taking up only limited space and not inconveniencing others.

In other words, a Seeing Eye dog, in the hands of a properly qualified blind person, can be a social asset as well as an effective and practical mobility aid.

Of course, there are responsibilities inherent in dog guide ownership, but most of us who use Seeing Eye dogs do not consider their impact excessive. The cost of maintaining a dog would generally be $10 to $15 a month. Veterinary expenses are generally negligible. A dog should be aired four times a day, groomed daily and given obedience exercises daily. Each of these operations takes but a few minutes. Seeing Eye graduates agree that these few responsibilities are a small price to pay for the independence and self-reliance that a dog guide can bring.

In conclusion, let me review some of the fundamental concepts touched upon in this paper: The dog guide and long cane travel techniques are validated, practical systems of mobility which can bring a high level of independence to blind persons. It is important, however, to realize that to achieve this goal of independence, the services provided must be extensive and of the highest quality, for to do otherwise endangers the life and psychological integrity of the individual. School administrators, teachers, parents and all those who come in extensive contact with a blind child should try to gain a wide perspective on the implications of orientation and mobility skills. These individuals should familiarize themselves with the policies, procedures and techniques of long cane and dog guide use, and accurate information about these mobility techniques should be brought to the attention of the youngsters. The "supposed controversy" between cane and dog guide travel should be ended and the fact that these travel systems are complementary and not competitive should be understood. The fundamental right of a qualified individual to make a free choice as to the travel mode he prefers should be an operative principle applied in practice as well as in words.

All of us interested in seeing to it that blind youngsters grow to be effective and independent adults must join together in the attack on mobility. Through cooperation, co-ordination and understanding we can achieve our objective—which is to give blind persons genuine independence and community acceptance.

PANEL ON EDUCATIONAL RESEARCH—SOME RECENT RESEARCH ON READING FOR THE BLIND AND PARTIALLY SEEING

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I'd like to report briefly on two studies of reading, one concerned primarily with the reading of the blind, the other reading by the partially seeing, and one concerning spelling and the influence of braille reading on spelling.

The first study of reading is "A Comparison of the Oral Reading of Blind and Sighted Children" by Ralph T. George. The subjects were 21 braille reading students from two residential schools and 21 seeing students from Davidson County Tennessee school system. Students were paired on I.Q., school years completed, and sex. All students were between age 11 and 14.

The Gilmore Oral Reading Test was administered individually, and scores were obtained on oral reading rate, comprehension, total errors per 100 words, mispronunciations, words aided by examiner, punctuation errors, word insertions, hesitations, repetitions, and words omitted.

No significant differences between the groups of braille and print readers were found for total errors, substitutions, words aided, punctuation disregarded, insertions, repetitions, nor omissions.

Significant differences were found in mispronunciations (the sighted made significantly more) and hesitations (the blind made significantly more).

The majority of errors for both groups were errors of word substitutions and repetitions. These two error types accounted for 67% of the errors of the sighted and 62% of those of the braille readers. The sighted committed a slightly greater number of both kinds of errors than did the braille readers, but not sufficiently enough more to provide a significant group difference.

In the case of the error types in which significant group differences were found—i.e., in hesitations and mispronunciations—the blind made 6 times as many hesitation errors as did the sighted. The sighted made two and one-half times the number of mispronunciation errors the braille readers did.

The rate of reading for the two groups differed markedly. The average rate of the sighted was 100 w.p.m. with a range from 54 to 164 w.p.m. The braille readers' rate averaged 60 w.p.m. and ranged from 32 to 92. The fastest braille reader failed to reach the average of the sighted group. Nevertheless, the braille readers had significantly better comprehension scores than did the seeing children.

The groups were well matched as evidenced by their reading performance—the sighted read 151 paragraphs and the blind read 152 paragraphs. Seven pairs reached their ceiling in the same paragraph. Ten pairs differed by only one paragraph. Three pairs differed by two paragraphs and only one by three paragraphs. The sighted had a mean I.Q. of 102 with a standard deviation of 17.7 while the blind averaged 101 with a standard deviation of 16.1.

Reading and Psycholinguistic Processes of Partially Sighted Children—

by Barbara Dee Bateman

The stated purpose of this study was to investigate the effect of visual defect on the reading and psycholinguistic processes of partially seeing children.

Twenty special class and resource room programs for partially seeing children in Illinois, excluding Chicago, were selected for testing. All children enrolled in grades one through four in these classes were examined. This sample constituted more than 90 per cent of the total population of children enrolled in such classes in the state of Illinois, excluding Chicago. The total number was 131.

Reading Tests Administered: The Monroe Diagnostic Reading Examination and the Illinois Test of Psycholinguistic Abilities were administered to sub-samples of the subjects. The Gates Speed and Accuracy Test was used for a small sub-study (N-46) of speed and accuracy of reading by the partially seeing.

The norms of the tests used served as comparison data in the investigation except in the consideration of reading processes, and for this, comparison data on 30 normal children from a study by L. M. Dunn were used as comparisons. Results: The Sample—An examination of the grade, sex, IQ, visual acuity, and eye condition of the 131 partially sighted subjects in special class and resource rooms revealed:

The subjects were divided by eye condition into the following groups: very mild (better than 20/40); mild (20/40 to 20/70); moderate (20/70 to 20/200); severe (less than 20/200 but no extreme sign of visual anomaly); very severe (20/200 with behavior symptoms of extreme difficulty in seeing); unknown (visual acuity unknown).

About 40 per cent of the children had mild visual defects, visual acuity greater than 20/70 in the better eye; about 40 per cent had moderate defects, visual acuity 20/70 to 20/200; and 20 per cent were legally blind, visual acuity 20/200.

The ratio of boys to girls was three to two. The girls were more seriously visually handicapped as a group than were the boys.

The intelligence test scores (Binet or WISC I.Q.'s) were essentially normally distributed with a mean of 100. The children with refractive errors, about 40 per cent of the sample, tended to be less severely visually handicapped, to be older, and to have lower IQ's than did the children with other types of eye conditions.

I am reporting but a few of many findings in this study. Since they are reported out of the context of the whole study and all of the findings, they are presented with caution about generalization.

Reading Achievement. Reading scores were obtained for 96 students on the Monroe Battery including the Gray's Standardized Oral Reading Paragraphs, the Gates Primary or Advanced Paragraph Reading Test, the Iota Test of Word Recognition, and the Monroe Word Discrimination Test. These results, among others, were found:

The total group of partially sighted children read an average of six months below mental age, but less than one-half month below grade placement.

As a sub-study the investigator administered the Gates Survey Speed and Accuracy Test to 34 fourth graders and 12 third graders. It was found that:

> Speed of reading was about two months below the average reading grade, but Accuracy was higher than for normal children.

The errors made by 96 partially seeing children, grades two to four, on three reading tests were analyzed and compared with the test standardization group and a comparison group of thirty normal children from the Dunn study in 1954. One of the findings was:

> If the criterion of exceeding both a normative and special comparison group is used, the partially sighted did not make excessive errors of any kind.

Comparisons of level of reading with eye condition and visual acuity and also comparisons of error types with eye conditions and visual acuity were made and the following were among the results:

> No significant differences were found between the reading achievement of the mild, moderate, and severe visual defect groups, but there was a tendency for the mild defect group to read less well in relation to grade placement than did the moderate and severe defect groups.

> No significant differences were found between the error types made by the mild, moderate, and severe visual defect groups, but there was a tendency for the mild defect group to make more errors of all types except words "aided" and "refused".

Psycholinguistic Processes. The ITPA scores of 93 partially seeing children were compared to the test standardization group and related to IQ and visual problems. These comparisons showed:

> Partially sighted children as a total group perform significantly less well than normals on visual decoding, motor encoding, visual-motor sequential, and visual-motor association subtests of the ITPA and do not differ from normals on the auditory-vocal channel subtests. (Mostly contributed by the severely visually limited.)

Conclusions:

The reading tests utilized in this study are appropriate for use with partially seeing children without enlargement and without extended time limits.

The Monroe test is particularly well suited for use with visually handicapped children because, while most of the print is large and very legible, at the same time a wide range of print sizes are employed in various sections of the test.

There is no reason to expect reading retardation among partially seeing children, provided that suitable materials have been available to them from the beginning of their reading instruction.

It appears that the slight reading retardation found with these children as a group, especially the fourth graders, is the result of the low reading achievement of a small group of children with very mild visual problems who have been placed in special classes primarily because of a learning disability rather than actual visual difficulty.

The ITPA as a whole appears to be an excellent diagnostic aid to be utilized in determining level and mode of visual functioning in partially seeing children. The inadequacies of visual acuity notations and purely subjective evaluations to describe visual functioning have long been noted by teachers of the partially seeing.

A study was completed in 1961 by Miss Godshall of the South Carolina School entitled "Analysis of Spelling Behavior of Braille Reading Blind Children." The purpose of the study was threefold: to determine (1) whether blind children are poor spellers when they write words in full spelling; (2) whether blind children are poor spellers when they write words in grade II braille form, and (3) if grade II braille reading influences the types of errors made.

Two hundred and twenty seven pupils in the third through the ninth grades from eight residential schools were included. Findings of the study were based on test results for children who did not exceed the normal chronological age for their grade placement by more than one year and ten months. Even this liberal criterion eliminated a large number of children. Spelling tests from the Stanford and Metropolitan Achievement Tests were used.

The findings indicated that the blind children studied were at grade level for their age but above average in their ability to spell words in full spelling when age for grade was controlled. On the Stanford Test they averaged 1.2 years above grade placement. On the Metropolitan Test they averaged 1.6 years above their grade placement. Blind children do not spell as well in their own medium, that is grade II braille does affect the braille spelling behavior of children who read in this medium.

Children spelled poorest in grade II spelling when spelling words involved abbreviations, multiple-cell contractions (especially final contractions) or when two or more contractions were involved in a single word.

The author concluded ". . . there is no need to be unduly alarmed about blind children's ability to spell. They compare very favorably (at least the children in this study) with sighted children."

PANEL ON EDUCATIONAL RESEARCH—RESEARCH ON TESTING THE BLIND

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At the present time, there are several tests available for measuring the intelligence of blind children and adults. These tests have been, and probably will continue to be, widely used. However, they have a very definite weakness in that they are all verbal tests of intelligence. Therefore, it is encouraging to know that currently there are people interested in and engaged in research to develop non-verbal tests of intelligence for the blind. Their work will make it possible in the future for us to assess those non-verbal areas of learning ability and of special skills, including those very important factors, tactile perception and organization, which have to date been neglected in our appraisal of the learning ability of blind children and adults.

T. Ernest Newland and his associates have been working since 1952 on the development of the Blind Learning Aptitude Test,[3] commonly referred to as the BLAT. This is a test involving tactile perception and organization in which the assumption is made that the BLAT involves sampling of behavior with respect to certain psychological processes important in the act of learning. The test consists of an extensive series of embossed forms of varying complexity and structure, intended to sample the following processes: (1) the discovering of differences; (2) the identification of identities in several patterns of its manifestation; (3) the discovery of relationships with view to extrapolation in terms of them. These relationships consist of three patternings: (a) a progression in the order of a: b: c: d what comes next; (b) a major figure or pattern with an identifiable part missing and (c) four-figure and nine-figure matrices. Memory per se is not sampled and perception is not tested apart from other psychological processes. Verbal adequacy as such is minimally involved. Verbal instructions are employed but vocabulary demands and communication are minimized. Standardization procedures are under way with this test and in time it should be a useful addition to our battery of materials.

In 1954, H. C. Shurrager, P. S. Shurrager, and S. B. Watson[5] devised a performance scale for the adult blind which consisted of five tests. Four of these tests, Digit Symbol, Block Design, Object Assembly, and Object Completion were more or less analogous to Digit Symbol, Block Design, Object Assembly and Picture Completion of the Wechsler-Bellevue Intelligence Scale. The fifth test, Plan of Search, was an attempt to adapt for blind subjects the Ball and Field Test of the Stanford-Binet. Because the intercorrelations of the five tests which comprise the scale suggested that a common factor was involved to a large extent in all of them, two additional tests which appeared to require less fine tactile discrimination and skillful manipulation of parts were devised and included in the scale administered to a research sample. These two tests are called Bead Arithmetic and Pattern Board. The finished test is now called the Haptic Intelligence Scale for the Adult Blind (HIS). The HIS is a scale whose sub-tests show relatively high intercorrelations and relatively large standard deviations which in combination with moderate reliability coefficients result in high standard errors of measurement. The scale would be improved by the inclusion of easier items in several tests.

Although a great deal of work has already been done with the HIS, it is not represented as a perfected test in its present form. It should be administered and interpreted with caution with much of its current value being in the clinical cues that it provides a trained psychologist using it. Correspondence with H. C. Shurrager indicates that it is difficult to say when the kits will be available. There is a problem in the cost of manufacture with present bids indicating an exorbitant price. Efforts are being made to obtain some sort of subsidization that will make it possible to get this test on the market. The writer has had considerable experience with this particular test and he feels that it will be a truly useful test with children as well as with adults.

Robert P. Anderson[1] is in the process of developing a tactual three dimensional representation of the Raven's Progressive Matrices to explore the reliability and validity of tactual scales of this nature for selected populations of blind adults and children. The matrices have been reproduced by raising elements of the various patterns on a flat surface and then reproducing this format through the thermoform process. At the present time, testing with the tactual representations of the matrices is being conducted with children and adults and we are hopeful that this process may add another means by which we can learn more about blind school children and adults.

The writer and his associates have developed an adaptation of the 1960 Stanford Revision of the Binet-Simon Scales in which a definite effort has been made to substitute items calling for the use of tactual perception and organization as substitutes for those items in the original test calling for visual perception and organization. It is our intention to develop normative data on a sample of twenty-five hundred blind children and young adults between the ages of three to twenty-one years for standardization purposes. Following the completion of the standardization process, the final form of the test will then be administered to a group of six to eight hundred seeing students in order that comparative, but not correlative, data may be obtained. It is our hope that this test will satisfactorily combine verbal intellectual function with tactual perception and organization so that a single meaningful test will result. Funding has just been obtained for this task so it will be probably three to four years before this test will be available for general use.

In the twenties and thirties, Hayes and others briefly attempted to adapt group tests of intelligence for use with the blind. However, they felt that their efforts were not sufficiently successful to warrant continuance of such work, so that later efforts, including those just mentioned above, were based upon individual tests of learning ability. However, the widespread success of the Scholastic Aptitude Test of the College Entrance Examination Board has demonstrated that group tests can be used with satisfying results. Therefore, it is encouraging to find that M. A. Pearson[4] has undertaken, as a doctoral dissertation, to establish normative data on fourth, fifth, and sixth grade blind and partially seeing children using the School and College Ability Test, Level 5. The SCAT Form A was transcribed and multigraphed into braille and printed in large type and this form was administered to one hundred seventeen braille readers and eighty-two large type readers in seven residential schools for the blind. From the results obtained, it can be concluded that this test may become useful as a measure of scholastic ability for blind students. However, it is to be hoped that Miss Pearson or another researcher will undertake to standardize it upon a satisfactorily large group of students and it is also to be hoped that this effort will encourage others to support or extend this area of test development.

A. Gruber[2] used the development of a reconstruction-form tactual test for use with the adult blind as the basis for his doctoral thesis. This is a special ability test using a pencil-and-paper format, designed to yield a combined measure of tactile perceptiveness and gross manipulative dexterity. The study indicated that the test scores were reliable and have demonstrated validity to a useful extent and they do yield a combined measure of both gross manipulative dexterity and tactile perceptiveness. It is felt that the tactual reconstruction peg-board should prove of assistance in a vocational selection placement and counseling of the adult blind. However, it is recommended that normative data be collected for those occupations filled by adult blind workers for which the test demonstrates utility.

J. Tiffin[6] and associates have developed the Vocational Intelligence Scale for the Adult Blind which has as its basic item unit a series of four geometric patterns in raised form. These raised forms are readily discernible through both touch and sight. Three of the four forms in any item are similar in some respect, the fourth is different. The differences may be due to size, shape or over-all configuration but the task of the subject is always the same; he must discern which form is most unlike the other three. The final form of the test consists of forty-three items, arranged in ascending order of difficulty. Tiffin studied the Vocational Intelligence Scale for the Adult Blind in conjunction with the Wechsler Adult Intelligence Scale, the Tactual Reproduction Peg-Board, the Asher-Frohman Maze, and the Sentence Completion Test. While the Wechsler was the most valid single test for the blind as a group, the Vocational Intelligence Scale for the Adult Blind and the Tactual Reproduction Peg-Board were found more valid in industrial settings where manual and somewhat non-verbal jobs predominate. Plans are under way to make available a kit containing the materials used in administering the two tests developed in connection with that research project. These two tests are the Vocational Intelligence Scale for the Adult Blind and the Tactual Reproduction Peg-Board. While these two tests are more limited in their application than the tests mentioned in the early part of this paper, they should, when available, make a useful adjunct to our batteries for appraising the various abilities of blind persons.

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PANEL ON EDUCATIONAL RESEARCH

RESEARCH—A NEED FOR COLLABORATIVE EFFORT

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Research is a communications process in which not only the content or findings are transmitted to the reader but also the detailed methods and techniques for arriving at the findings are transmitted. This is done to permit careful criticism and to encourage others to use the same methods to see if they arrive at the same conclusions. The research method is in contrast to the teacher's method of transmitting knowledge which (while based on acknowledged general principles) is often a highly personal face-to-face relationship between teacher and pupil. This important skill of the teacher is often difficult to transmit to other people, being a highly individualistic skill.

This results in the fact that the teacher's skill and the much more general technique of transmitting knowledge (usually of groups) used by research skills are complementary. The researcher needs the "content," the detailed subject matter from the teacher so that the resulting research can be meaningful to teachers, administrators and other educational practitioners. The researcher and the teacher need also to discuss the implications of research findings in light of practice. The researcher, who is primarily a methodologist in this way gains insights into his data. Fruitful collaboration between teacher and researcher should take place at two times: (1) during the planning of research and (2) when the implications for action or program planning are to be extracted from the research findings. In this way, both teacher (and/or administrator) and researcher maintain the proper role for which they are trained and in which their major experience lies.

Although the school-age population is only a relatively small sub-population (about 10 percent) of the total blind population, it is a crucially important one. The great majority of blind persons lose their sight in their adult years. (Over half are aged 50 or over.) The result is often apathy, lethargy and a general unwillingness to meet the challenges of visual impairment. These are the "rocking chair cases." There is some research evidence that this is not so among people blinded earlier in life. These people tend to be active in their communities and to lead lives more nearly corresponding to their sighted peers. Somewhere in the process of going to school as a visually impaired student he learns to cope with his impairment. This process of coping might rely heavily on the social interaction processes experienced at school, at home and in some combination of the two. (Parents of blind children seem to be in more direct contact with the teacher and the school than parents of sighted students generally are.) If we knew more about this school-home-teacher-student-parent interaction we might have some insights that could be useful to the many adults who become blind in later life and who find it difficult or impossible to cope with their impairment.

The teacher, the school administrator, the ancillary personnel on one hand and the educational research specialist on the other hand need to undertake more fruitful collaboration. This meeting and the establishment of an AAIB research advisory committee is a good start. It goes without saying that a great deal more remains to be done.

PANEL ON EDUCATIONAL RESEARCH
AUDITORY COMMUNICATION IN EDUCATION OF THE BLIND

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The problems of blind students in gaining access to the information required by present day school curricula are manifold. We are all familiar with the difficulties in procurement of materials in Braille, large type, or recorded form. The bulk of books, the weight and bulk of recording equipment and the cost of all these have long been a matter of concern. Once these problems are solved, it is still necessary to transfer the information from the book or record to the mind of the student and this is a process with many problems of its own.

When we examine the results of studies (16, 18) of Braille reading, we find that communication rates are distressingly slow. For high school seniors, Braille reading rates average about 90 words per minute (wpm) as compared to 250 wpm for print readers. Through greater understanding of the perceptual factors involved in Braille reading and through development of special training methods, we may be able to increase Braille reading speeds. Research on both these problems is currently underway at George Peabody College, Boston University, the American

Printing House and elsewhere and we are hopeful of the outcomes. However, in addition to Braille, the blind possess another communications channel of high potential. This is the auditory channel. It is the purpose of this paper to describe some research findings in this area and explore some problems in the use of this channel of communication in the education of blind children.

Measures of auditory communication rates reveal that they are more rapid than those associated with Braille. For example, many Talking Books are recorded at a rate of 175 wpm which is almost double that for Braille. Even higher auditory word rates have been attained through techniques developed by Fairbanks and his collaborators[7]. These make it possible to increase the word rate of a recording without altering its other characteristics. Using this technique[8], these researchers found little drop in comprehension for auditory material presented at rates as high as 282 wpm. Rapid auditory communication of this type appears to have potential for the education of the blind and some exploratory studies of this potential have been made.

The first of these was by Iverson[14] who described opinions of high school students who listened to stories which were speeded by 25 percent and 50 percent. Many students stated that they had trouble detecting 25 percent compression and that they believed 35 percent compression would be suitable for Talking Books. All students were of the opinion that reproduction at 25 percent compression was superior to listening to 33 rpm records played at 45 rpm. Enc and Stolurow[6] used blind students in a comparison of both immediate retention and retention after 24 hours for 10 stories presented at both "slow" and "fast" rates. Rates for "slow" stories ranged from 127-183 wpm and those for "fast" stories ranged from 193-232 wpm. Speeds of the stories were achieved by adjusting the speech rate of the reader. The results showed that for both immediate and delayed recall, those who listened to "fast" rates earned greater retention scores than those who listened at the slower rates when test score per minute of listening time served as a criterion.

Last year, the American Printing House and the University of Louisville collaborated in further study[1] of this subject. Groups of blind children in grades 6, 7 and 8 were exposed to materials representing those commonly found in 7th grade literature and science texts. Some groups read the material in Braille and others listened to it at rates of 175, 225, 275 or 375 words per minute. Immediately after exposure, comprehension for the materials was measured by multiple-choice tests. Analysis of the results showed no significant difference in comprehension for literary material when presented through Braille reading or listening at 225 wpm. For scientific material, there was no significant difference between comprehension achieved through Braille reading and that achieved through listening at 275 wpm. Students in the study read the Brailled literary material at 70 wpm and the Brailled scientific material at 57 wpm. Therefore, with no loss in comprehension, efficiency of communication was increased by a factor of more than 3 for the literary material and by a factor of almost 5 for the scientific material.

All studies of comprehension of rapid speech have shown that comprehension falls off at rates in excess of 275-282 wpm. However, all these studies have utilized subjects who had no previous experience in listening to rapid speech. A recent study by Voor[22] indicates that comprehension does improve with experience. He exposed 50 college students to five short stories recorded at 380 wpm. At least 24 hours separated each presentation. Comprehension was tested immediately after exposure. A significant increase in comprehension of about 17% was obtained. The findings lead to a question — What are the upper limits for learning to comprehend compressed speech?

Rearch on listening at normal word rates demonstrates that a number of factors effect listening comprehension. Intelligence is an important variable in this respect. Kramar[15], using the Brown-Carlsen Listening Comprehension Test as a criterion of listening ability, reports correlations of .54 with the Wechsler-Bellevue Intelligence Test and .55 with the A. C. E. Intelligence Tests. In similar studies a correlation of .66 between intelligence and listening was found for grade six pupils and Hollow[13] found this relationship to be .42 for students in grade five. In a study of approximately 500 pupils in grades 4-8, Caughran[3] found that growth in comprehension through listening showed steady progressive development from mental ages eleven through sixteen.

Difficulty of material is related to listening comprehension. Carver[2] used college students and adults in studying listening comprehension for a variety of materials. He found that the effectiveness of listening was greater when material was simpler (p. 177-178). Hampleman[11] in studying listening comprehension for materials from the Durrell-Sullivan Reading Achievement Test found that easy material was more readily comprehended than hard material by fourth and sixth grade pupils, both girls and boys. The validity of indices of reading difficulty for predicting level of listening difficulty has not been established. Chall and Dale[4] graded difficulty of eighteen newscast scripts using the Dale-Chall and Flesch formulas. They interpret their results as demonstrating that these formulas predict three levels of listening difficulty (easy, medium, and hard) for college freshmen. Contradictory results were obtained by Manion[17] who correlated indices obtained from the Lorge, Flesch, and Dale-Chall formulas with three criteria of listener difficulty for college sophomores and obtained no significant relationships.

Harrell, Brown, and Schramm[12] have demonstrated that length of material is also related to comprehension by listening. They presented 12.5 minute newscasts containing 20, 30, and 40 items to groups of military personnel. Not only did subjects prefer newscasts of 20-30 items but they also remembered fewer items as the number of items increased from 20 to 40.

One author[2] states that certain types of mental functions, i.e., recognition, verbatim recall, and suggestibility are more successfully exercised while listening. Visual and auditory response modes facilitate other mental functions exclusive of these. In the same study, the author reports that familiar and meaningful material is comprehended more readily through listening than strange or meaningless material.

The task of determining upper limits for rapid speech appears much more complex once variables related to listening comprehension generally are considered. Whether the relationships found for normal rates of speech hold for rapid speech is a question requiring exploration. If such relationships do hold for speeded speech, then the problem becomes one of establishing upper limits under a variety of probable conditions. Once upper limits for comprehension of rapid speech are set, a subsidiary problem is designing training methods which will enable people to reach these limits efficiently. I.Q., M.A., difficulty of material and other factors, all have important implications for the quality of training achieved.

When the upper limits for comprehension of speeded speech are defined and methods developed for teaching people to reach these limits, research should be undertaken to answer a third question of relevance to education of the blind. How does learning achieved through rapid speech compare with that achieved through normal speech or reading?

Three studies have been made comparing learning achieved through listening with that achieved through Braille reading. Lowenfeld[16] compared comprehension of children in grades 3, 4, 6, and 7 for lessons presented in Braille and recorded form. Reading of Braille material took three times as long as listening. Comprehension of recorded material was significantly superior to that for Braille materials for children in grades 3 and 4. For grades 6 and 7, no difference was found for comprehension of stories, while comprehension of textbook material was significantly greater for Braille reading. In the joint APH-UL[1] study described earlier, equal comprehension was obtained for materials presented in Braille and at normal speech rates. In a recent study, the speaker[19] had matched groups of subjects in grades 6-12 read in Braille or listen, at normal rates, to a short passage of scientific material for 2, 4, and 5 consecutive days. On the final day a comprehension test was administered. No differences were found in amounts of learning achieved by these two methods.

The comparison of learning achieved through listening at normal speech rates with that achieved through visual reading has been made intermittently over the last seven decades. In a review of the findings of research on this topic, Witty and Sizemore[23] summarize the situation as follows: "It seems fair to conclude that learning, of course, is possible under either the visual or auditory approach and that the variations which are found in results may be accounted for by factors such as individual differences in experience and ability, variation in the nature of the materials presented, and the nature of the testing or evaluative instruments employed. Moreover, it appears that from some studies we may conclude that improvement in learning efficiency may be heightened by judicious use of a combination of methods of presentation."

Mental ability as expressed by M.A. scores is one variable which appears to be involved in relative effectiveness of reading and listening. Caughran[3] administered equivalent forms of a standardized reading test to 501 pupils in grades 4 through 8. These forms were adapted for oral, visual, and visual-oral presentation. Listening comprehension was found to be greater than reading comprehension for students in the M.A. range of 10-13.5 years. Reading comprehension was greater for pupils in the M.A. range of 13.5-16 years. Combined reading-listening provided most comprehension for M.A. ranges of 11-15 years. Hampleman[11] found listening comprehension significantly superior to reading comprehension for students in grades 4 and 6. However, the extent of these differences decreased with M.A.

Grade level is another variable related to the relative efficiency of learning by reading and listening. Russell[21] exposed matched groups (I.Q.) of children in grades 5, 7, and 9 to two presentations through listening or reading of a 1000 word composition on the mongoose. A "distinct superiority" in favor of listening comprehension was found for grade 5 pupils, comprehension for the methods was equal at grade 7, and some evidence of superiority of reading over listening was found at grade 9. Younger children (ages 6-9) appear to learn more through auditory means than visual means according to Conway[5]. However, a reversal occurs for children from ages 9-14 in that reading comprehension becomes superior. Somewhat in contrast with these findings are those of Hampleman[11] who found listening comprehension superior to reading comprehension for pupils in grades 4 and 6.

(The existence of sex differences in comprehension by reading and listening has been reported in the literature. However, findings are contradictory. Conway[5] reports auditory memories of girls superior to boys except at age twelve where they are equal. Hampleman[11] reports sex groups equal in comprehension, except for difficult material which boys comprehended better than girls.)

The relative effectiveness of reading and listening comprehension is dependent on difficulty of material. Carver[2] presented a variety of passages of meaningful material to college students and other adults. He states, "The easier the material, the greater is the likelihood that auditory presentation will be more effective than visual. Materials of average difficulty tend to give equivocal results; whereas, in general, material that is intrinsically difficult is better comprehended if presented to the eye." Similar results have been obtained by other researchers who have, in addition, pointed out the interaction between difficulty of material and intelligence. Goldstein[10] , after studying reading and listening comprehension of adult males using reading test material, concluded that the relative superiority of listening comprehension over reading comprehension diminishes with increased difficulty of material. Listening may be superior for easy materials. However, for difficult materials the two modes may yield equivalent results. Throughout, the difference in favor of listening comprehension is greater for the less intelligent subjects.

The effects of length of material were studied by Carver[2] who found listening superior to reading for pupils in grades 4 and 6. In his conclusions Carver states, "The relationship between listening and reading comprehension does not appear to be altered by length of passage."

From the foregoing discussion, it can be inferred that the variable which effect the relative efficiency of comprehension by reading and listening are much the same as those related to listening comprehension itself. It is highly likely that these variables will also be related to comprehension of speeded speech as compared with that of Braille reading. Therefore, they must be taken into account in any research planned in this area.

Several additional problems should be considered for research. No information is available concerning the relative amounts of fatigue induced by reading and listening. In almost all studies on these topics practice periods have been short. In personal contacts with blind persons by the speaker, some comments have indicated that greater fatigue is experienced in listening than in reading. Another factor receiving little attention is the relative efficiency of both modes of communication. Even if reading comprehension exceeds that of speeded speech, the fact that it may take four times as long to read as to listen may be significant. Listening two or three times to material may give as much comprehension as a single reading yet still result in a saving of time. The effectiveness of learning resulting from combinations of Braille and speeded auditory materials should also be explored. For example, a Braille outline supplemented by a speeded auditory text might prove an effective combination.

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PANEL DISCUSSION—SELF-CONCEPT IN BLIND CHILDREN

DEVELOPMENT OF THE SELF-CONCEPT

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It is not possible in the time allotted to attempt a complete discussion of self-concept theory. Instead, I will attempt to describe how at certain significant developmental stages the self-concept is first formulated and then further developed.

Initially, as Freud[1] tells us, the infant is completely self-oriented and he is incapable of separating himself from his environment. He perceives his mother and others in his environment merely as extensions of himself, because to him at that stage, they serve the function only of gratifying his needs for hunger and comfort. As the infant develops, he begins to see himself as something apart from his environment, and this process, called differentiation, is greatly facilitated in normal circumstances by the development of vision. The child is able, through the use of vision, to perceive that his mother and other individuals are not a part of him, and that there are many objects in the environment, starting with his crib, and extending outward, that are not part of him. He thereby differentiates himself from his environment. At the same time that he is becoming aware that he is not a part of the environment, he is also becoming aware that he is a separate physical entity, that he can stimulate himself as he plays with his hands and with his toes. By so doing, he begins to develop a mental image of his own body structure. This image is referred to as the body image and it is of utmost importance to the development of a satisfactory concept of one's self.

One becomes immediately aware that the processes I have just mentioned are more difficult for the blind child. We have learned that we must compensate for this for the blind child. The mother must be encouraged through talking to, and through helping the child to explore, to help him to locate the characteristics of the environment about him so that he will be thereby enabled to separate himself from that environment. This is obviously a slower process and we all are aware that this process of differentiation and the integration of an adequate body image proceeds more slowly for the blind child.

It is just as important for the blind child to become acquainted with his body structure as it is for the child who sees. However, this is more difficult for the blind child to do and often unintentional obstacles are placed in the way of the blind child. Seeing children learn about their body structure through visual observation of each other but too frequently the blind child is prohibited from carrying out his substitute for visual observation. How many of us are there who have not heard of our own or the neighbor's children, during the pre-school years, undressing in the bushes or behind the barn or garage? Even today, many of us are apt to shudder at this because of the residue of Victorian influences that are so strongly implanted in our background. We shudder because we place an adult sexual connotation upon this type of behavior. Yet, in reality, these children are merely comparing their physical structures, learning about themselves, through comparison of their bodies with the bodies of their friends, boy or girl. At a later stage, after the beginning of the school period, adults are apt to be shocked again by their children, because during these elementary school years, youngsters once again become curious about their body structures. They are growing and they are changing and each wants to know whether he is developing in the same manner as the other. By this age, as a result of earlier rebukes by adults, the seeing children learn to do this in privacy where they will not be interrupted by the scolding and/or threatening adults. The washroom at school, the bathroom, or their own bedroom at home is a frequent place where this occurs. Yet even under these conditions for the child who sees, there is no physical contact and the examination is purely a visual one. However, the blind child, in order to perceive, must touch and, whether this occurs in the earlier preschool period or during the later elementary school age period, many adults are shocked because of the need for these children to utilize tactile exploration of each other in order to reassure themselves that their bodies are developing in a normal fashion. If these blind children are observed by adults, then our Victorian attitudes come into play and we perceive this behavior with the interpretation of what we would expect adults to be doing if we perceived them in a similar situation. Nevertheless, these children will do this, they need to do this, and they should do this, in order that they may be able to maintain a realistic image of their own body structure and that they may be assured that they do not differ critically from their fellows.

I have gone into this discussion of the development of the body image because of the importance of the body image for the development of the concept of one's self. The importance of a realistic mental image of one's body structure is described very well by Goldman,[2] who recounts the traumatic experience of a polio-crippled boy who denied the crippling condition and the inadequate structure of his legs until his school mates through taunting him forced him to face the reality of his physical condition. Nothing should interfere with an individual's opportunity to develop an adequate body image because without an adequate body image, the self-concept cannot be other than distorted.

Throughout childhood, through play and through school experiences, the child continues to develop the concept of himself in relation to his image of his body structure and this concept is only limited by the limitations of that physical structure. All through this stage, it is important that these two be closely related on a reality oriented basis. Pearson[3] speaks of the internal and external reality and the desirability of equating the two. In so doing, he is basically referring to the fact that the concept of one's self should be closely related to both the capabilities and the limitations of the body structure so that internal motivation will be realistically related to one's physical and mental abilities. This can be maintained best by helping the child to develop a realistic mental image of his own body structure and what that structure can and cannot do.

As the child approaches adolescence, via the pubertal stage, the normal gross body changes and their on-going processes disrupt the stability of the body image. This is normally the period of greatest flux for the self-concept and this is further complicated by the fact that this is the period during which hero worship in both boys and girls is its strongest. The children are now moving toward adulthood, and they are also moving outside of the family constellation and in so doing they select figures from the world of sport and the world of entertainment whom they would like to emulate. Accompanying this hero worship is the establishment of idealized attributes for one's self which they attempt to attain. This is a time of trial for parents also and we can only hope that if the boys want to emulate Frankie that it is his voice and not his rat-pack behavior that becomes a part of the self-concept; and we also hope that if the girls wish to copy Marilyn that they copy her ability to wear clothing rather than her technique at calendar modeling. The situation is further complicated at this stage because the concept of the youngsters is continuously vacillating between a concept of themselves as an adult and as a child. Both guidance and forebearance are called for at this stage from the parents because they need on the one hand to provide support and on the other hand to provide controls for their children's behavior. As the children progress through this period, their body structure again becomes stabilized in form and the stabilization of the self-concept also begins, although it does progress somewhat more slowly than the stabilization of the body image. At the same time, the levels of expectancy for one's self shift from the highly idealized hero worship form of early adolescence to a more realistic orientation.

Although the level of expectation becomes more closely oriented to the real abilities as determined within the self-concept, it is doubtful that we would wish to bring them completely in line because it is a level of expectancy or level of aspiration that leads us toward a higher degree of growth and maturation; and it is this which is so very important in providing us with motivation towards success in establishing one's life pattern as an adult.

There are two special conditions which I would like to consider. As I have been speaking, and as I spoke earlier, I had in mind the congenitally blind child. That group of children who are adventitiously blinded present a different problem for the development of the self-concept, because these children have had an image of their body structure and a concept of themselves that has been destroyed by the loss of vision. This necessitates a relearning process for these children so blinded to permit the restructuring of a new body image and self-concept, a process which Cholden has described so very well for adults. The evidence that we have available seems to indicate that this relearning process proceeds more rapidly the earlier the age at which it occurs.

The second special condition is that group of children, who though legally blind may be considered partially sighted. Many of the children in this group when they reach adolescence have an exceedingly difficult time in establishing a stabilized concept of themselves, due to the fact that in one situation they are perceived by others as a blind person—yet in a different situation they may be perceived as seeing persons. In the same fashion, they have to function in some types of situations as blind persons and in other types of situations as seeing persons; the result being that it is more difficult for them to establish a satisfactory image of their own body and their own limitations and abilities. I have had many of these youngsters state to me in the counselling situation quite literally that, "I am neither fish nor fowl." Fortunately, although the process of establishing a stable concept of themselves takes a longer time than it does for seeing or for blind children, by the time they have reached adulthood, the majority of this group have worked out a satisfactory resolution of a single functional self-concept.

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PANEL DISCUSSION—SELF-CONCEPT IN BLIND CHILDREN
THE SELF IN PROCESS OF OBTAINING AND MAINTAINING SELF ESTEEM

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I would like to talk to you this afternoon about the process of obtaining and maintaining self-esteem. I think that Carl has described very accurately the development of the self concept using the body image as his main theme and has given some of the implications it has for the blind. My emphasis will not be on the self as an object but the self seen as part of a process. My discussion will relate to how all of us obtain and maintain our self esteem and as we go along I will try to point out some of the implications this has for blind individuals.

In discussing self as part of a process we have to think in terms of two systems which are inextricably bound together. I think the most important thing to realize is that an individual doesn't operate in isolation but is in constant interaction with his environment. Let's pretend that we have a blackboard here and I will draw two circles, on the left a circle representing the self system and on the right a circle representing the physical and social environment. The two circles are connected by a reversible arrow indicating that the two systems are in reciprocal interaction. The self system acts upon and attempts to control or change the environment, the environment in turn produces feedback which may bring about changes in the self. We no longer view the individual as the basic unit to be observed in study but we must see the individual in reciprocal interaction with his environment. Although these two systems (the self and the environment) are inextricably bound together I will consider them separately in my discussion.

The Self System

This is sometimes referred to as self concept. I like to explore the self system by examining the ways in which we develop assumptions and beliefs about ourselves. To understand our attitudes about ourselves, first of all we must realize that we all have a basic need, a need to feel adequate, to feel competent, to feel effective as human beings. Adler first recognized this need, and Robert White in his article "Competence and the Psychosexual Stages of Development" (Paper presented at Nebraska Symposium on Motivation, March 1960) supported the hypothesis with experimental evidence.

The need for adequacy becomes greatly intensified in some people, it takes on so great an intensity that it becomes an overriding factor in their lives. I think there are two conditions which bring this about. One is the Adlerian concept of compensation, that is that individuals with intense feelings of inferiority compensate by having an intense drive for superiority. This has given rise to the Gulliverian concept where at one moment an individual may see himself as a Brobdingnagian and the next moment as a Lilliputian. The second condition is based not on the degree of felt inferiority but on the need to conceal and deny all inadequacy and inferiority. When an individual has to conceal and deny all inadequacy this leads to an intensification of his need for superiority. Here it is not the degree of inferiority which determines the intensity of the drive for superiority but it is the strength of the denial mechanism.

What implications does this have for the blind individual? First, I think it is obvious that it's more difficult for a blind person than for a sighted one to master his environment and thus to feel adequate and competent and to be an effective person. Secondly, if people working with the blind are not understanding of this whole business of denial and the role the denial mechanism plays, they can unknowingly intensify the need for adequacy in the blind individual. I did some research[1] which Bill English was talking about earlier in the program. In that study the blind adolescents, unlike the sighted control adolescents, tended to see themselves as either very positive or very negative. In other words they pushed to the extremes, there were very few of them who could adopt a moderate in between position, suggesting that blindness may make normal personality development difficult.

Development of *Assumptions* and Beliefs about Self

All of us have a need to see ourselves as adequate and this need is more intense in some people than in others. One of the ways we are able to see ourselves as adequate is by deceiving ourselves. In other words, if you have a strong need to see yourself as adequate and competent aren't you going to try to see yourself that way if it's possible? You aren't necessarily going to be adequate but you will see yourself that way. Here is where we find some distortion. We find that most assumptions and beliefs about ourselves develop when we are in interaction with the environment, they are the results of feedback from the environment and hence they are probably pretty realistic, they are grounded in reality. However, it is easy for us to avoid this interaction with environment either by avoiding certain situations or by blocking negative feedback and in this way we can develop distorted assumptions and beliefs about ourselves.

Implications for the Blind

It is easy for a blind person to avoid interacting with the environment and it is difficult for him to get accurate feedback from a sighted environment because all too frequently sighted people tend to protect a blind person rather than let him develop a realistic attitude about himself and the world around him.

If you realize that the blind person can easily avoid interaction and is often given faulty feedback in an attempt by sighted people to make life easier for him you will see that this creates a potential problem for the blind individual.

Evaluation. In evaluating the self we must consider the role of measurement. A basic concept of measurement is that one must have a measurement instrument, that is, a comparison has to be made. In experimental work one must have a control group. Measuring changes in the experimental group depends upon a comparison to change in the control group. So in self evaluation we must make some kind of a comparison. The basis of comparison has to be other people. However, we have a choice of seeing ourselves as like other people or as being different from other people. Individuals tend to favor one or the other of these methods of self enhancement. It is important to realize that each of us feels that the method he has chosen for his own enhancement is the best one for all people. The individual who enhances himself by being different feels that all people should want to be different. Likewise the conforming individual feels that everyone must want to fit in and be like others.

We all have a certain amount of freedom in choosing our basis for comparison. However, our selection will be unconsciously determined by the fact that we want to evaluate ourselves as positively as possible. Which basis of comparison we select will depend upon our inherited attributes, the experiences we have had and the environment or culture in which we are living.

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[1] Jervis, F. M. A Comparison of Self Concepts of Blind and Sighted Children. Proceedings of Conference on Guidance Programs for Blind Children, Perkins School for the Blind, Watertown, Mass. April 1959.

Because each of us needs to see himself as adequate in his own eyes, once he has chosen his basis for comparison he will channel his energy in the direction which will insure his seeing himself as adequate. If we understand the individual's method of self enhancement then we can predict in what directions he will channel his energy.

I have suggested some theoretical formulations which lead to some specific questions. If we can answer these questions we have made a beginning in understanding an individual's self system. To what extent is the individual interacting with his environment? Are his assumptions and beliefs about himself tentative and flexible or are they fixed and rigid? Does he evaluate himself positively or negatively? Is he channelling his energy toward conforming to others or in differing from others?

The Perception and Mastery of the Environment

The important force in the self system is the individual's need for adequacy, but as we consider the self system's perception and mastery of the environment, the integrating force now becomes the individual's need to avoid anxiety. To avoid anxiety an individual has to find evidence in his environment to support his assumptions and beliefs about himself. No matter how distorted these assumptions and beliefs may be, if the individual can get evidence to support them he can stay free from anxiety. I stress this because many people in doing research with the blind have pointed out that there is very little anxiety among the blind people, they have very few psychiatric symptoms. But this lack of anxiety, lack of psychiatric symptoms, doesn't necessarily mean that they have healthy personalities.

Anxiety results when an individual's internal and external perceptions are not in harmony. Internal beliefs are one's beliefs about himself; external perceptions are one's perceptions of his environment. Let's look at this a little more closely. There are many ways in which an individual can avoid anxiety. I will mention just a few. One is by obtaining positive evidence. This can be done by selective perception, selecting only positive facts to support one's beliefs and rejecting the negative; selection of one's friends. We all have the freedom to surround ourselves with those who think and feel as we do. All of us are aware that public expectancy for blind individuals is low and it is therefore relatively easy for a blind person to maintain a feeling of adequacy.

The second way is to avoid negative feedback. This is done primarily by avoiding certain situations. One avoids new experiences in an attempt to protect himself and avoid making himself look inept. This avoidance of situations, this fear of failure is prevalent in all of us. To grow and develop one must have new experiences. If one's personality is such that he has to avoid new experiences he can't grow and develop. The learning process is frozen. The avoidance of new experiences is prevalent among blind people because they have such logical and acceptable reasons for it.

Another way of avoiding anxiety is when an individual explains away or rationalizes all of his inadequacies, all of his feelings, in terms of a physical "defect". The individual rationalizes that he can't be blamed or held responsible for this physical "defect" but it, not he, is responsible for his failures. I can explain this best by an example. A boy came to the Counseling Center several years ago and said, "You know, Dr. Jervis, I've got a real problem. The girl I was going with threw me over. I found out she didn't like fellows with large noses. And then the boss I was working for fired me a month ago because he is prejudiced against people with large noses. I came down here to college and I find I can't get along with any of the fellows in the dormitory because they are all prejudiced against fellows with large noses." This boy did not feel responsible for his failures because they were due to the fact that he had a large nose and who could blame him for this physical "defect"?

You see this in anything which an individual uses to explain (or rationalize) his failures and limitations and yet is something for which he can't be blamed, a large nose, small stature, or blindness. It is very easy for a blind person to use his blindness in this way, as a rationalization. It is easy for you or me or anyone to rationalize failure for there is always some element of truth in rationalization. That's why it works. But it is only effective if it fools you. The blind individual must be made to realize that he has to go out and face the world and that he may possess other inadequacies which are more limiting to him than his blindness.

Another way of effectively handling anxiety has to do with collapsing or expanding the perceptual field. This is a rather technical thing but basically it can be explained this way. Some people can handle anxiety by limiting what they expect of themselves, focusing on one thing such as the fellow who gets his Ph.D. in the study of the third left joint of the arthropods, dorsal side. He does his post doctoral work on the ventral side. He becomes such an authority around the campus that very few people can challenge him on this subject. Other people go to the other extreme, they become so expansive that they are all over the place like a cat on a hot tin roof. They never really accomplish anything because they are so busy trying to be adequate in everything.

In summary, I have attempted to describe a process by which individuals obtain and maintain self esteem. In this process the self system and the environmental system are inextricably bound together. The need for adequacy is the prime force in the individual's development of assumptions and beliefs about himself. The avoidance of anxiety is the integrating force between the two systems.

As a final word let me highlight several of the important implications of this theory for the blind. The absence of anxiety or the absence of psychiatric symptoms by themselves do not indicate healthy and effective personalities. Mental health is not just the absence of mental illness. To be an effective, productive, efficient person means more than staying free from anxiety. It is particularly important in working with blind people to realize that the main problem is not to help them merely to stay free from psychiatric symptoms but to help them to become productive, efficient and effective individuals, to function to the limit of their potential.

Research in the personality area in the past has fallen short of the mark. The extreme patterns which we find in blind individuals, the fact that they tend to be either very aggressive or very passive, that they have either extremely positive or extremely negative self concepts suggests that a great deal more work needs to be done in assisting blind children to develop adequate, healthy personalities.

Another point I wish to emphasize is that the cyclic interaction between inadequacy and avoidance is present in all of us. Each person uses this more than he realizes because he frequently rationalizes and justifies his position. It becomes almost a disease with our sighted college students. This fear of failure, this fear of being inadequate is so ever present on college campuses that almost anybody working in a college counseling center is aware of it and concerned about it; and if this cycle is taking over with the sighted just think how tremendously more heightened it must be in the blind. So, I hope you realize that the more you make a person feel that he has to be adequate all the time, the more you make him feel he must not be inferior and must not fail, the more you develop these tremendous avoidance cycles which hamper growth.

Although I have attempted to point out some of the implications of all this for the blind, I hope that you who work with blind people have seen even more ways in which this applies to blind individuals. If any of you have any ideas which you would like to write down on a piece of paper, you can either see me while I'm here or send them to me later. I would certainly appreciate it. Thank you.

PANEL DISCUSSION—PHYSICAL FITNESS
PHYSICAL FITNESS, THE PRESIDENT'S COUNCIL AND THE PHYSICAL EDUCATION WORKSHOP SURVEY

CHARLES R. YOUNG
Teacher of Physical Education and Head Coach
Texas School for the Blind
Austin, Texas

When the Physical Education Workshop recommended that a group of physical educators be permitted to appear before the Convention, we had no idea that our topic for discussion would be "Physical Fitness" which is receiving so much attention in public schools today. The present emphasis on physical fitness was brought to focus in 1955 by Dr. Kraus and Miss Prudden in a report which appeared in the **New York Journal of Medicine** on the physical fitness of the American youngster. This report was so horrifying that John B. Kelly, Sr., a wealthy Philadelphia contractor and sportsman, called the attention of Senator Duff of Pennsylvania to the report. Senator Duff in turn discussed the matter with President Dwight D. Eisenhower who was also alarmed, and as a result the President invited more than thirty sports celebrities to a White House luncheon to discuss the matter.

On July 2, 1956 the first President's Conference on Youth Fitness was held at Annapolis, Maryland. Results of the Conference was an executive order to establish the President's Council and the Citizens Advisory Committee on Youth Physical Fitness. Since this conference, much has been said and written concerning the poor physical status of the American youngster.

In the summer of 1961 the President's Council, under the direction of the Kennedy administration, published a pamphlet, **Youth Physical Fitness**, which served as a basis for our survey. Last fall when I returned to school a copy of the pamphlet was handed to me and the question arose as to what should be done with this material by the physical educator of the blind. The answer to this question was not long in coming, for late in September I received a letter from Mr. Maurice Olsen explaining that he and Mr. Al Eberhardt, coach at the Missouri school, had discussed the possible use of the material as a basis for a survey of the physical fitness of blind youngsters.

Within two months plans for the survey were completed and materials were mailed to 205 public day school classes and 50 residential schools for the blind. Tests were to be administered by physical education teachers in the various schools and test results were to be returned by April 15, 1962. Due to bad weather, sickness, over-crowded schedule, etc., it was necessary to change the date for return of materials to May 25, 1962.

It was my responsibility to rate, tabulate, and compare by percentages these test data. Five public day school classes and eighteen residential schools for the blind with 1,400 youngsters returned the test results in time to be included in the survey. Since the May 25 date, results from several additional schools were received, but arrived too late to be included in the survey.

With the help of my wife, I have prepared and mimeographed a copy of the complete results for your convenience. In the time which remains, my colleagues and I plan to discuss the implications of these data and make recommendations concerning the physical fitness of blind youngsters.

Before considering the results of the survey it would be helpful to take a quick look as to how the tests were originated and as to what is meant when a test score is rated poor. During the school year of 1957-58 these tests were administered to several thousand sighted youngsters in schools throughout the United States under the direction of Paul A. Hunsicker as a part of a project sponsored by the American Association for Health, Physical Education, and Recreation. Results of the testing program were compiled and percentile tables were developed. These tests were adopted by the President's Council and incorporated in the publication, **Youth Physical Fitness.** A child who scores poor on a test usually ranks in the lower fifty percentile and is considered physically underdeveloped. Three of the tests, squat thrust, pull ups, and sit ups, are often referred to as screening tests and in many schools the full battery of tests are taken only if a failure is scored on the screening tests.

RESULTS OF PHYSICAL FITNESS TEST FOR BLIND YOUNGSTERS IN THE UNITED STATES

AGE 10	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			71%	29%			93%	7%
Pull Ups	15%	24%	7%	54%	55%	5%	4%	36%
Sit Ups	62%	10%	12%	16%	53%	10%	16%	21%
Broad Jump	12%	17%	13%	58%	5%	5%	19%	71%
50 Yard Dash	2%		7%	91%		5%	4%	91%
Soft Ball Throw			5%	95%		1.5%	8.5%	90%
600 Yards	2%	4.5%	15.5%	78%		10%	7%	83%

AGE 11	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			87%	13%			96%	4%
Pull Ups	12%	15%	21%	52%	42%	12%	16%	30%
Sit Ups	58%	12%	15%	15%	49%	13%	13%	25%
Broad Jump	9.5%	19.5%	12%	59%	6%	8%	6%	80%
50 Yard Dash	2%	5%	10%	83%		2%		98%
Soft Ball Throw	1.3%	1.3%	1.3%	96%				100%
600 Yards	1%	12%	14%	73%		4%	2%	94%

AGE 12	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			81%	19%			86%	14%
Pull Ups	5%	18%	22%	55%	48%	15%	5%	32%
Sit Ups	45.5%	15.5%	19%	20%	52%	14%	6%	28%
Broad Jump	7.5%	18.5%	12%	62%	10.5%	18%	19.5%	52%
50 Yard Dash	1%	2%	13.5%	83.5%		7.5%	6%	86.5%
Soft Ball Throw	2%	3.5%	3.5%	91%	1.6%			98.4%
600 Yards	4.5%	11.5%	10%	69%	7%	5%	10%	78%

AGE 13	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			89%	11%			86%	14%
Pull Ups	9%	19%	10%	57%	54%	8%	11%	27%
Sit Ups	47.5%	17.5%	17.5%	17.5%	56%	10%	6%	28%
Broad Jump	16.5%	21%	10.5%	52%	16.5%	10%	16.5%	57%
50 Yard Dash	2%	12%	8%	78%	2.5%	1.2%	5%	91.3%
Soft Ball Throw		6.3%	5%	88.7%		3%	1%	96%
600 Yards	8%	13%	12%	67%	7%	7%	14%	72%

AGE 14	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			88%	12%			93%	7%
Pull Ups	14.5%	19%	14.5%	52%	53%	5%	11%	31%
Sit Ups	50%	15%	15%	20%	44%	23%	22%	11%
Broad Jump	15%	15%	19.5%	50.5%	10%	14%	12%	64%
50 Yard Dash	7%	15%	10.5%	67.5%	2%	3%	5%	90%
Soft Ball Throw	4%	2%	6%	88%		4%		96%
600 Yards	7%	23%	16%	54%	7%	13%	15%	65%

AGE 15	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			90%	10%			91%	9%
Pull Ups	19%	17%	8%	56%	38%	10%	24%	28%
Sit Ups	47%	12.5%	21%	19.5%	48%	19.5%	19%	13.5%
Broad Jump	10.5%	16.5%	21%	52%	7.5%	22.5%	11%	59%
50 Yard Dash	7%	8%	10%	75%	5%	12%	6%	77%
Soft Ball Throw	1%	3%	12%	84%			2%	98%
600 Yards	9%	16.5%	11.5%	63%	9.5%	27%	4.5%	59%

AGE 16	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			90%	10%			93%	7%
Pull Ups	18%	12%	27%	43%	60%	2%	18%	20%
Sit Ups	59%	3.5%	19.5%	18%	43.3%	20%	13.3%	23.3%
Broad Jump	16%	21%	13%	50%	4%	15%	21%	60%
50 Yard Dash	1%	7%	21%	71%	2%	6%	6%	86%
Soft Ball Throw	3%	4%	15%	78%		2%	6%	92%
600 Yards	2.5%	14.5%	16%	67%	10%	20%	6%	64%

AGE 17	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			96%	4%			93%	7%
Pull Ups	21%	23%	16%	40%	33%		31%	36%
Sit Ups	54%	18%	9%	19%	39%	29%		32%
Broad Jump	19%	17.5%	13.5%	50%	9%	18%	4%	69%
50 Yard Dash	4%	9%	20%	67%	2%	11%	9%	78%
Soft Ball Throw		2.5%	7%	90.5%		2%	2%	96%
600 Yards	2.5%	34%	16.5%	47%	18%	7%	11%	64%

AGE 18 and over	BOYS				GIRLS			
Test	Exc.	Good	Sat.	Poor	Exc.	Good	Sat.	Poor
Squat Thrust			94%	6%			97%	3%
Pull Ups	25%	13%	20%	42%	47%	3%	15%	35%
Sit Ups	50%	7%	10%	33%	39%	22%	13%	26%
Broad Jump	13%	19%	15%	53%	9%	12%	25%	54%
50 Yard Dash	11%	7%	12%	70%	7%	14%	3%	76%
Soft Ball Throw	1%	4%	6%	89%	1.5%	1.5%	3%	94%
400 Yards	9%	23%	18%	50%	16%	11%	18%	55%

NOTE: Tests as described in **Youth Physical Fitness**, the official publication of President Kennedy's Council on Youth Fitness, were administered to 1,400 blind youngsters in nineteen residential schools for the blind. Results of tests for each youngster were rated and the data presented here are a composit by percentages of scores made by each group. It should be noted that if a child scored poor, this does not indicate complete failure, but rather that his score was in the lower fifty percentile as compared with scores made on the same test by a similar group of sighted youngsters. These are the children who are physically underdeveloped and it is the **responsibility of the school to help improve the physical capacity of this group.** More than forty teachers of physical education helped make this project possible and funds for supplies and materials were made available by the AAIB.

PANEL DISCUSSION—PHYSICAL FITNESS IMPLICATIONS OF THE THREE SCREENING TESTS

PATRICIA FLORINE
Girl's Physical Education Teacher
Iowa Braille and Sight Saving School
Vinton, Iowa

The Youth Physical Fitness test that we have administered in the past year recommends three simple tests to be given to act as a screening device to identify those underdeveloped youngsters that have a deficiency in basic muscle areas. These tests were to measure strength, flexibility, and agility. The events are as follows: (1) squat thrust to measure agility (2) pull ups to measure arm and shoulder strength and (3) sit ups to measure flexibility and abdominal strength.

The test of the squat thrust or burpee as it is sometimes called is given for a time limit of 10 seconds. The student is instructed to squat, place both hands on the floor, shoot both legs back far enough so that the body is perfectly straight, return to squat position, stand up and repeat entire exercise as often as he or she can do it in the allowed 10 seconds. In this test the number of completed full cycle squats are recorded. A girl of 10 to 17 yrs. who can do 3 squats and a boy 10 to 17 yrs. who can do 4 have passed the test. This is a simple pass or fail test. As many physical education instructors expected, our youngsters did exceptionally well in the test.

We in the physical education workshop have felt that the test accomplished only in part what it set out to do—that is to test agility. In the future we would like to do some experimenting with this basic test. For example, we would like to extend the time limit from the 10 seconds to 60 seconds for high school boys and 30 seconds for girls and junior high boys. Besides extending the time, the number of the squats would be recorded and this would serve to make the test more difficult and in the long run serve as an indicator of the students' progress and advancement. Several other physical educators have already worked along this line—McCloy for example.

The second test in the screening is the pull-ups which they used to test arm and shoulder strength. The boy is instructed to hang from a bar so that the feet are suspended above the ground using a grip where the palms are facing forward. They are required to pull their body up so that the chin is over the bar and return to a full body hang. The number of completed pull-ups were recorded. Our boys seem to be doing about as well as their counterparts in the public schools.

For all girls, a modified pull-up is recommended to test a girl's arm and shoulder strength. Using a horizontal bar which is at chest height, the girl grasps the bar with palms facing out and extends her legs under the bar until her body forms a 45 degree angle with the floor. From this position the girl is instructed to pull her body up to the bar keeping body straight until her chest touches the bar. The girl is given unlimited time to do the maximum of her ability. The test results show that our girls are doing surprisingly well, in fact above the average of the same aged girls in public schools.

The third and final test in the screening unit was the sit-ups, a test of flexibility and abdominal strength. The sit-up was administered with straight legs and an assistant holding the heels to the floor. Again our youngsters in all age groups, both boys and girls, ranked well over those youngsters of similar age groupings in the standardized testing sample.

As has been pointed out, our youngsters did exceptionally well in all three screening tests. They appeared to rank well above their counterparts in public schools, but one very important item must be kept in mind while viewing these results: our youngsters tend to be immobile and these tests are of a stationary type. They are activities in which our youngsters have had a great deal of practice and in fact enjoy doing as exercises on their own in free time. Due to this overamount of practice in relationship to that of sighted youngsters, we feel that in general they rank on an equal or just slightly above their age groups in strength, flexibility and agility.

PANEL DISCUSSION—PHYSICAL FITNESS
THE BROAD JUMP TEST AND ITS IMPLICATIONS

CAROL WADELL, *Teacher of Physical Education*
Perkins School for the Blind
Watertown, Massachusetts

The standing broad jump is included as a test of leg strength. The students are given three trials with the best score being recorded. It is interesting to note that in a small sampling of the 12 and 17 year olds, comparing the blind and partially sighted, it appears that our blind students are equal or better in ability than are our partially sighted. It must be remembered that this is only a small sampling, but does seem to indicate a trend.

Generally speaking, the scores in this area were quite low, with at least 50% of our students in the poor area for every age level. At one point the girls showed 80% in the poor area.

This is certainly indicative of a need for much work in this area. We would recommend that along with more concentration on jumping, activities such as running, skating, hiking, trampoline and the stationary bicycle be used to increase the leg strength of our students.

PANEL DISCUSSION—PHYSICAL FITNESS
RUNNING AND THROWING EVENTS

DR. CHARLES BUELL, *Teacher of Physical Education and Coach*
California School for the Blind
Berkeley, California

It isn't often that we physical educators appear before a general session of the convention so permit me to make a few remarks. To succeed in life, the average visually handicapped individual must work unusually hard. Thus, he needs more physical fitness. For this reason physical education is more important in schools and classes for the visually handicapped than elsewhere. Physical education is not a play period, but a carefully planned program with goals to attain which are just as important as those of the classroom. When the physical education program receives tangible support from teachers and other staff members much more can be accomplished. The support of parents is also very beneficial.

My assignment is to comment on the results of the 50 yard dash and the softball throw for distance in the physical fitness survey. The survey results were about what experienced physical educators of the blind expected. In the 50 yard dash, three-fourths of the blind boys and nine-tenths of the blind girls scored in the poor category. Since some of the participating schools did not even have guide wires for running, those students were additionally handicapped. A guide wire is generally recognized as the best method to be used by a totally blind runner, even though his speed is slowed somewhat. Of course, the lack of vision is the biggest handicap. Even students with a little useful vision run faster as a group than do those without vision.

It is unlikely that blind boys and girls as a group ever will reach the national norm, but much can and should be done to improve performance in this skill. It is important that this improvement in running be made because it develops mobility skills, confidence, and leg power and strength. Boys and girls shoud do much running in races and games from the time they enter school until the day they leave. It is to be expected that some falls and bruises will result from an active program of running, but it must be remembered that these are no more damaging to a blind child than to one with normal vision. *What is damaging to a blind child is lack of action.*

Practically all of the totally blind boys and girls are poor throwers in softball, while the partially seeing performed noticeably better, although far below their peers with normal vision. This does not necessarily indicate that visually handicapped children lack arm power. It does clearly show that the lack of vision makes it very difficult to learn to throw correctly. This is particularly true for an individual who has never observed the act of throwing. There is little reason for a blind child to strive to achieve the national norm in throwing, because this ability has very limited practical value for him. Starting in the primary grades, physical educators should teach throwing form mostly for individual understanding of the act and to enable students to take part in games that involve throwing balls or other objects short distances. The more capable throwers of high school age will enjoy and benefit from participation in interscholastic track and field meets. It is recommended that these meets continue to include one throwing event.

PANEL DISCUSSION—PHYSICAL FITNESS
THE 600 YARD RUN TEST

CLAUDE ELLIS, *Teacher of Physical Education and Coach*
Perkins School for the Blind
Watertown, Massachusetts

When the President's Council on Youth Fitness chose these seven tests as the ones suggested to be administered to the youth of the country, they obviously did not have blind children in mind. Some of the tests can be administered in the same way for both blind and sighted children. Others can not. Some of the tests are good measurements of physical fitness in blind children. Others are not. Of the seven tests, the one resulting in scores which have the least validity when administered to blind children is undoubtedly the 600 yard run. The reason is that we physical educators for the blind have not as yet come up with a standardized method of testing this event. In many of the schools for the blind, on the test given this year, the 600 yard run was given on a straight cinder track with the runner performing six 100 yard runs with five turns included. In some schools, such as Perkins, the test had to be given indoors since there was still snow on the ground, and, in our case, we used our indoor running track. In other schools, blind children were guided by partially sighted runners over roads outdoors. Sometimes the partially sighted runner would be dragging the blind runner, and sometimes it would be the other way around. It is obvious then that this method will not indicate the true running ability of the performer. In still another school, students ran in a large circle around the teacher who held a rope attached to a training belt around the student's waist. This variety in methods of testing certainly indicates ingenuity on the part of the various instructors, but a standardized method of testing is desperately needed if our scoring of this particular event is to have any value. It is the recommendation of the physical educators represented here that we make every effort to encourage those in authority in each school for the blind to provide an outdoor running track. Ideally, the track should have at least 4 lanes, be 100 yards or more in length, and have guide wires stretched the length of the track for totally blind students. Many schools already have tracks of this type, but a large percentage do not.

One bit of assistance we can give ourselves when the test is administered again is to plan it for the spring or fall where weather will not hamper the scores of the northern schools. This year's test has taught us some things that we did not know but primarily it has proven to us certain things that we already suspected. The administration of these tests was performed by 40 physical educators throughout the country, but the organizing and compilation of data was done by Bob Young of the Texas School for the Blind. Bob and his wife put in a good many hours of work in getting us started on this physical fitness testing program and I think the best way we can say "Thank you" to them is to continue our work in striving to develop a physical fitness test which is as near perfect as we can make it.

Getting back to the 600 yard run, I don't think our students will ever be able to compete with their sighted friends in public schools. Certainly they did not do at all well in this test. But if distance running is stressed and if improvements in facilities are made, our blind boys and girls will improve their own scores and can and will come closer to those scores that sighted children achieve. This event, the 600 yard run, and distance running in general are near and dear to me and also to the boys whom I coach at Perkins. This year we had 15 boys who ran 2 miles every day before breakfast for over two months in the track season. Some of the girls also enjoyed early morning jaunts around the campus. Some of this group continued to run after the season was over, and a few, I'm sure, will run during the summer. I'd like to see more and more of our blind boys and girls become interested in this activity for I feel that the development of endurance through distance running is one of the most important aspects of our physical fitness work. Running over a distance is unquestionably the best method of developing this vital quality of endurance. Let's all encourage running and do all we can to provide our blind students with adequate facilities with which to train.

PANEL DISCUSSION—PHYSICAL FITNESS SUMMARY

CHARLES R. YOUNG, *Teacher of Physical Education and Head Coach*
Texas School for the Blind
Austin, Texas

To summarize briefly what the panel has said, the test results indicate that the performance of the blind youngster is poorer than that of the sighted youngster in the 50-yard dash and softball throw for distance, and his performance is better than his sighted peer group in the squat thrust and sit up tests. Test scores of both groups in the pull up and broad jump are about equal. A partial explanation for the failure of the blind youngster in running and throwing events may be attributed to the fact that sight plays an important role in learning and executing these skills. Since the blind youngster does not participate in many activities which require throwing over long distances, the panel is not too concerned with the failures scored in the softball throw, but it is felt that something must be done to improve skill in running.

The panel has recommended that all schools should include in their facilities a track which is 100 to 110 yards in length and equipped with a minimum of two guide wires. Physical educators should stress those exercises and activities which help the blind youngster to improve his skill in running. Administrators should reevaluate present physical education programs in the light of the following three recommendations as proposed by the President's Council on Youth Fitness:

"1. Identify the physically underdeveloped pupil and work with him to improve his physical capacity.

2. Provide a minimum of fifteen minutes of vigorous activity every day for all pupils.

3. Use valid fitness tests to determine pupils' physical abilities and evaluate their progress."[1]

Results of the survey indicate that about fifty per cent of the youngsters tested were found to be physically underdeveloped. Blind children, like sighted children, need to be provided with more opportunities for experiences and activities which require vigorous physical exercise. Selection of activities for this group may be more difficult, but the teacher must not allow rust and corrosion of inactivity to rob the blind youngster of a sound body. If schools are to meet the challenge of preparing the youngster to take his place in an ever-changing world, then we as teachers and educators must encourage and motivate the youngster to attain the maximum, not only in physical fitness, but also in mental, moral, and spiritual fitness.

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1. Kennedy, John F., "A Presidential Message to the Schools on the Physical Fitness of Youth," **Youth Physical Fitness,** Washington, D. C.: U. S. Government Printing Office, July, 1961.

PRESENTATION OF GIRL SCOUT GOLDEN ANNIVERSARY PLAQUE TO THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

MRS. JAMES I. KELLER, *First Vice President*
The Girl Scout Council of Dade County
Miami Beach, Florida

This year, Girl Scouts of the United States of America became 50 years old. Across the nation, and in 51 foreign countries where American families are living temporarily, some three and a half million Americans are celebrating that birthday. We have chosen as our anniversary theme —HONOR THE PAST — SERVE THE FUTURE.

You as members of the American Association of Instructors of the Blind share with us an interest in the welfare of youth in the United States of America. Your interest and support have made it possible for our work to progress and strengthen. As we look back over the accomplishments of five decades, we know that our satisfaction in the past and our confidence in the future could not have been achieved without the encouragement of groups like yours.

We salute the American Association of Instructors of the Blind for its unfailing assistance to us as we try to carry out our public trust of inspiring girls with the highest ideals of character, conduct, patriotism and service, that they may become happy and resourceful citizens. We take this occasion of the second general session of your 1962 convention to express our grateful recognition of the cooperation which you have so generously given to Girl Scouting over the years.

Your members have assumed great responsibility in assisting our local Councils in their efforts to sponsor Girl Scouting in the schools where your members teach. Without their specialized skills and deep interest in our program, our service to blind children would be much more limited. Your members have served as Girl Scout leaders and committee members. Many have given us invaluable guidance and help as consultants both in adaptation of program and in methods of organization.

May this plaque be a reminder to you of our deep gratitude for your help in the past and of the hope that the future will deepen our friendly ties and disclose new ways in which we may work together toward our common goals.

SPECIAL MEETING—BOY SCOUT WORK WITH BLIND CHILDREN

ROSS HUCKINS, *Chairman*
California School for the Blind
Berkeley, California

A special meeting was held to discuss the most urgent needs of scouting with 40 persons attending. Dick Johnson, Scout Executive, represented Boy Scout National Headquarters and will report the action taken and the feeling of the group to John Shutt, Director of School Relationships, National Council of Boy Scouts of America, New Brunswick, N. J.

Part of the group had previously read a paper entitled "Springboard To Active Scouting For Boys Who Are Blind". Some constructive criticism was presented.

It was decided the Executive Secretary, Maurice Olsen, would mail copies of the "Springboard" to scout troops known to have blind boys as members. A letter will be enclosed announcing the availability

and source of additional copies and requesting that Scout Troop leaders and committees read and discuss "Springboard" and then submit written constructive criticism, additions and deletions to Ross Huckins, California School for the Blind, Berkeley 5, Calif., after which further discussions will be held with the National Scout Headquarters Editorial Staff regarding possible publication.

AAIB-AAWB BRAILLE AUTHORITY REPORT

BERNARD M. KREBS, *Chairman*
Librarian of Jewish Guild for the Blind
New York, New York

The primary effort of the Braille Authority during the past year has been directed toward the establishment, development and guidance of advisory committees of specialists and experts versed in research techniques, tactual representations, and braille code structuring. From the enthusiastic response to invitations to serve, it is apparent that workers with and for the blind fully recognize the importance of a far-reaching program of prescribing specific guide lines for the utilization of embossed matter as a vital social, cultural, educational, and economic tool.

Before entering upon a progress report, it is well to re-emphasize that the Authority on braille in the United States rests with the AAIB and the AAWB, and that all final decisions for the adoption or rejection of the various braille codes lies only with the two Associations. The Braille Authority acts as the agent of the Associations, and has been delegated responsibility for the orderly development of codes through research and study. Advisory Committees, responsible to the Braille Authority, have been organized to aid in the study of the music, mathematics and science codes; to develop standard textbook formats; to recommend areas of research; and to assist in the formulation and adoption of procedures and codes which would best meet the problems involved. By actively participating in the deliberations of the Advisory Committees, the Authority is enabled to keep abreast of the thinking and suggestions of its consultants, and, after due consideration, can more adequately approve recommendations for final adoption to the two Associations.

Despite pressures for quick decisions for the sake of expediency, the primary obligation of the Braille Authority is to base all recommendations upon serious, considered thinking and study for changes in or additions to existing or proposed codes or standard procedures. The problems being investigated are of long standing, and their final, official resolvement must result from scientific research and analysis of all known facets of any given problem. Although the same result may be accomplished in several ways, any code finally adopted should be based upon its effectiveness in communicating ideas and concepts to the "average" braille reader and not to the inept or brilliant.

RESEARCH. Many existing procedures and codes have been brought into usage as the result of precedent and opinion without due regard for legibility or utility. In recognition of this fact, and as a supporting arm to all of its committees, the Authority has enlisted the council and aid of an outstanding group of administrators and research specialists who have accepted appointment to the Advisory Committee on Research.

Among the points to be studied in attempting to give the braille reader access to the same information as is available to the sighted reader are: an examination of braille and graphic configurations for legibility; principles for the development and standardization of braille codes which are unambiguous and highly communicable; an examination of the perceptual factors in finger reading; and the study of techniques for teaching efficient tactual reading.

During the two sessions already convened, the Committee has defined its area of responsibility and has made important progress in designating research problems.

As a code for technique is developed, it stands ready to prescribe the appropriate procedures for research and testing. It has also undertaken to establish a reference file of all completed research projects which relate to braille codes or tactual reading.

The Advisory Committee on Research is comprised of:

Robert S. Bray, Chief, Division for the Blind, Library of Congress, Washington, D. C., **CHAIRMAN**

John W. Jones, Consultant on the Visually Handicapped, Office of Education, Dept. of HEW, Washington, D. C., **SECRETARY**

C. Warren Bledsoe, Assistant to Chief, Services to the Blind, OVR, Dept. of HEW, Washington, D. C.

Carl J. Davis, Head, Dept. of Psychology & Guidance, Perkins School for the Blind, Watertown, Mass.

Dr. Milton B. Graham, Director, Division of Research & Statistics, AFB, New York, N. Y.

Dr. Carson Y. Nolan, Director of Educational Research, APH, Louisville, Ky.

LITERARY BRAILLE. A new advance in the literary braille code has been achieved after two years of negotiations with the British Braille Practices Sub-Committee of the British National Uniform Type Committee, and the Braille Authority recommends to the Associations the adoption of the following four items for inclusion into this code:

1. The ditto sign should be represented in braille by dot 5 followed by dot 2 in consecutive cells. This sign should always be preceded and followed by one blank space.
2. The phonetic symbol for the schwa should be represented by the full cell of six dots followed by the letter "a".
3. The braille sign to represent the French nasal N, for pronunciation, should be represented by the capitalized letter N.
4. The dot 2 should be used to introduce a Greek letter or a group of unspaced Greek letters which appear in literary context.

If these additions to the literary code are approved by the Associations, the Braille Authority would like, with the approval of the AAIB and AAWB, to issue a revision of the official literary code ENGLISH BRAILLE, AMERICAN EDITION—1959, including therein the 1960 Addendum of corrections and the above four new additions to the Code.

As a continuing service to publishers, transcribers, and braille readers, the Braille Authority has made itself available for conventions, forums, and group meetings and has rendered interpretations of the rules of literary braille to the field at large.

MUSIC. At the request of the Advisory Committee on Braille Music Notation, the Division for the Blind of the Library of Congress has approved the inclusion in its services of the certification of braille music transcribers. With the aid of the Music Advisory Committee, test material is being developed to be used for the examination upon which certification is to be based. The Library of Congress should be congratulated upon taking this invaluable step in assuring the highest standards for music braille transcription.

A new, corrected addition of the REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION, 1956 has been published by the American Printing House for the Blind. The Braille Authority recommends its approval for use as the official text on music notation for the United States.

The Advisory Committee on Braille Music Notation is comprised of:

Edward W. Jenkins, Music Department, Perkins School for the Blind, Watertown, Mass., **CHAIRMAN**

Mrs. Nelle H. Edwards, Head of Stereograph Department, American Printing House for the Blind, Louisville, Ky., **SECRETARY**

George G. Bennette, Director of The Lighthouse Music School, New York, N. Y.

Leonard J. Chard, Music Director, Michigan School for the Blind, Lansing, Mich.

Robert Robitaille, Music Consultant, Canadian National Institute for the Blind, Montreal, Que., Canada

L. W. Rodenberg, Illinois Braille and Sight Saving School, Jacksonville, Ill.

TEXTBOOK FORMAT. The Advisory Committee on Textbook Format is engaged in examining all phases of ink-print presentation and format with a view to establishing clear and meaningful procedures which will assure standard techniques for reproduction into braille. Principles are being drawn for the handling of two- and three-dimensional illustrations, tabular materials, diacritics, phonetics, references, notes, ink-print pagination, foreign languages, etc. The primary problem is to develop through study and research the most effective method of procedure which will be intelligible to the finger reader. As the work of this committee progresses, techniques will be established which will prove of real value in the education of blind people in both residential and integrated school systems. The Advisory Committee on Format is comprised of:

Dr. Doris L. Gray, Assistant Professor of Special Education, Graduate School of Education, Yeshiva University, New York, N. Y., **CHAIRMAN**

Dr. Carson Y. Nolan, Director of Educational Research, APH, Louisville, Ky., **SECRETARY**

Barney Mamet, Braille Proofreader, Private Tutor, Associated Blind, New York, N. Y.

Loraine P. Murin, Teacher for the Visually Handicapped, Board of Education, Westport, Conn.

Mrs. Grace Napier, Itinerant Teacher of the Blind (on leave of absence), New Jersey Commission for the Blind, Newark, N. J.

Mrs. Virginia Sharoff, Co-ordinator of Transcribing Services, IHB, Brooklyn, N. Y.

Mrs. Theodore Stone, Former Co-Chairman of Transcribing Services, Johanna Bureau No. 9, United Order of True Sisters, Chicago, Ill.

MATHEMATICS AND SCIENCE. The Advisory Committee on Mathematics and Scientific Notation has spent considerable time in the investigation of all available materials in these fields in order to discover comparative strengths and weaknesses as well as to give adequate opportunity to advocates of competing systems, both here and abroad, to present their points of view. It was finally concluded that the Nemeth Code contained the soundest principles upon which the most effective code could be developed. The principles envisioned were: the logical development of the code from arithmetic through the sciences, expandability to provide the inclusion of new symbols in mathematics and the sciences, accurate correlation of print and braille representation, and maximum legibility.

The Committee then bent its efforts toward the preparation of a word-by-word draft of the arithmetic portion of the code. At the conclusion of the second full three-day period of work, it was brought to the realization that, because of the time available for meetings, the complete code would not be ready for testing for at least five years or longer under present procedures. After discussion with the Chairman of the National Braille Club Committee on Mathematics and Scientific Notation, a proposal was made to enlist the cooperation and assistance of this group to work in conjunction with the Advisory Committee on Mathematics of the Braille Authority. As part of the proposal, the services of Mr. Abraham Nemeth, the originator of the Nemeth Code of Braille Mathematics, were to be engaged in drawing up the word-by-word provisions of a mathematics code which was to be developed on the basis of the study and recommendations of the Advisory Committee on Mathematics of the Braille Authority. Through formal agreement between the Executive Committee of the National Braille Club and the Braille Authority it was agreed:

1. That both committees would act jointly in directing the development of the code.
2. That a fund of $1500 would be set up to pay Mr. Nemeth, half of which would be provided by the National Braille Club and half by the two Associations.
3. That the fund so established would be administered jointly by the Chairman of the Advisory Committee on Mathematics of the Braille Authority and the Chairman of the National Braille Club Committee on Mathematics and Scientific Notation.

Through this noteworthy program of cooperation, it is envisioned that the complete braille mathematics and science codes can be fully developed and tested within a period of two years or less. The Braille Authority wishes to take this opportunity to express its appreciation to the National Braille Club for their outstanding cooperation and assistance in expediting the completion of these urgently needed codes.

The Advisory Committee on Mathematics and Scientific Notation is comprised of:

- Dr. Robert E. Bruce, Teacher of Science and Mathematics, Virginia School for the Deaf and Blind, Staunton, Va., **CHAIRMAN**
- Mrs. A. B. Clark, Chairman, Mathematics Committee of the National Braille Club, Inc., Butler, N. J.
- Paul C. Mitchell, Assistant Principal, New York Institute for the Education of the Blind, New York, N. Y.
- Abraham Nemeth, Instructor of Mathematics, Detroit University, Detroit, Mich.
- Kenneth R. Ingham, Graduate Student, Massachusetts Institute of Technology, Cambridge, Mass.
- Earl Nickerson, Graduate Student, Massachusetts Institute of Technology, Cambridge, Mass.

The tasks assigned to the Braille Authority can be brought to completion only through the assistance and cooperation of agencies and individuals with the capacity to contribute knowledge and support. The members of the Braille Authority welcome this opportunity on behalf of themselves and the Associations to express deepest gratitude to those who have already given so willingly of their time and experience.

REPORT ON THE INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND

BYRON BERHOW, *President*
Superintendent of the Washington State School for the Blind
Vancouver, Washington

In 1954 the AAIB Magazine Committee recommended that the Association should work towards having its own magazine and staff. Until such time as this plan might become effected it was further recommended that purchase be made of a suitable publication for distribution to AAIB members.

Subsequently Paul J. Langan edited, managed, and did all the work of publishing the International Journal for the Education of the Blind and sold its services to the AAIB. It was used as the official voice of the AAIB. It was partially financed by membership dues. A Board of Trustees was organized which met at convenient times.

At about the time of the resignation of Mr. Langan, the Board had expanded the offices to include a president, secretary and other officers. Various officers have served this corporation until now the Board of Trustees of 45 persons uses a president, two vice presidents and a secretary-treasurer in its administration. The magazine in turn is prepared and edited by 10 persons who gather and present professional material for the magazine.

During the period 1960-62 the Board of Trustees gave permission to solicit advertising. This was done for prospective financial gain in addition to the value given subscribers. The Board of Directors of the AAIB agreed to an increase of 50¢ per subscription. The result has been noted in the smallest deficit in the financial history of the magazine.

Our AAIB Secretary has been very cooperative with our Managing Editor and progress continues whereby the Journal has a growing subscription list and the services given are on the increase.

A meeting of the Journal Trustees was held during this convention. They took care of business and elected officers. Consideration will be taken at the meeting to be called in Louisville, Kentucky, next October in the matter of Editors and other business. It is the desire of this group to continue to serve the AAIB by providing it with an official publication as it continues to advance in its special field of educational services for visually handicapped children.

NATIONAL COMMITTEE FOR DEAF-BLIND CHILDREN

EDWARD J. WATERHOUSE, *Director*
Perkins School for the Blind
Watertown, Massachusetts

The National Committee for Deaf-Blind Children is not a committee of the AAIB, but since the AAIB is represented on it by two delegates, it seems appropriate to give a report on its activities.

I welcome the opportunity to give this report also since this is the first time that such a report has been given before this body. The Conference of Executives of American Schools for the Deaf, which also has two delegates, has been hearing reports annually now for some years.

The National Committee for Deaf-Blind Children was the outgrowth of a conference on the education of the deaf-blind held at Perkins School for the Blind in May, 1953.

Its membership is open to all persons engaged in the education of the deaf-blind or having a family or professional interest in deaf-blind children. It has a directing body made up as follows: Mr. Egbert N. Peeler, Chairman; a Vice-Chairman, (position currently vacant); Dr. Berthold Lowenfeld, Secretary. The Board is made up of representatives of schools with programs for deaf-blind children, of which there are currently eight in the United States, as follows: (1) Alabama Institute for Deaf and Blind, (2) California School for the Bilnd, (3) Illinois Braille and Sight-Saving School, (4) Iowa School for the Deaf, (5) Michigan School for the Blind, (6) New York Institute for the Education of the Blind, (7) Perkins School for the Blind, and (8) Washington State School for the Blind. There are also two representatives of the AAIB who currently are Mr. Laurens Walker of South Carolina and Mr. Roy M. Stelle of Colorado, who, I understand, is resigning as he has now been transferred to a school for the deaf in White Plains, New York. The representatives of the CEASD are currently Mr. Egbert N. Peeler of North Carolina and Mr. Edward M. Tillinghast of Arizona.

Finally, a representative of the American Foundation for the Blind is also a member of the Board.

The last official meeting of the Committee was in October, 1958, in Watertown. At this meeting two votes were taken. One requested Perkins to prepare a film on the education of the deaf-blind. This has been done, and a film entitled, "Children of the Silent Night" was completed last year. It has already won the Blue Ribbon Award of the New York Film Festival and is proving very popular. It is to be shown on the AAIB program here in Miami tomorrow evening.

The other vote called for a study to be made of the after-school history of deaf-blind pupils. Perkins promised to initiate this study, but so far has not been able to provide personnel for it.

At the Tennessee Convention of the AAIB, such representatives of the National Committee as were present met informally to discuss current problems.

To the best of my knowledge no meeting of this Committee is scheduled for the immediate future, though one is probably overdue if the Committee is to maintain its function of informing itself of the current status of the education of the deaf-blind and of the problems in our field. It is my hope that a meeting may be held at one of the schools having a program for deaf-blind children within the next school year.

I am submitting this Report in the absence of Mr. Egbert N. Peeler, Chairman, and Mr. Laurens Walker and Mr. Roy M. Stelle, the official representatives of the AAIB on the Committee.

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND

M. ROBERT BARNETT, *Executive Director*
New York, New York

I consider it a traditional personal pleasure as well as an official responsibility to make these reports at the bienniel conventions of the American Association of Instructors of the Blind with regard to the activities of the American Foundation for the Blind. As most of you have heard before, I will make no effort to recite a detailed list of all of those things which the Foundation has entered into since your last Convention, and will attempt to confine my report to those facets of Foundation activity which are directly pertinent to the field of education of blind children. Before doing so, however, I would like to quickly summarize certain other aspects of our work, since I am conscious of your interest in our general program as well.

We have continued to maintain our relatively new program of consultation to operating agencies and schools at local level through a staff of regional representatives. I would hope that any of you concerned with the administration of educational programs would consider that, while these staff members are largely specialists in what is known as community organization, there may be many occasions in which they can be of direct assistance to your educational service and particularly with regard to an analysis of other resources for children within your particular geographic area.

As you have heard at other sessions of this Convention, the Foundation had deliberately expanded to a rather dramatic level its research activities. The budget of the agency just approved for the fiscal year beginning July 1, 1962 provides funds for seven major research projects. Of particular interest, I think, is that these and similar undertakings projected for the next three years will total in dollars an expense of $1,000,000. The significant fact is that only one-tenth of that amount is being met from our own general funds—nine-tenths of this research on behalf of blind persons represents contributions from governmental and other private organizations.

Still speaking in terms of money, I believe it will be helpful in understanding the Foundation's present role in your specialized field by reporting what our new budget includes with particular reference to your interest. While many think that the Foundation is comfortably situated, the actual fact is that for the past two years we have encountered rather substantial operating deficits. Our financial condition, however, has been kept healthy through the receipt of unprecedented legacy income. Our Trustees again this year indicated that we could not add additional staff in view of the deficit picture, with one exception. This one exception will be a program specialist in the area of mobility and orientation. The decision to expand the staff in this direction was greatly the result of the direct suggestion of the leaders of the AAIB.

Another item of particular interest to you is that the new budget also provides for another AAIB proposal. This has to do with the convening of representatives of all substantial teacher preparation centers in hope that the AFB and AAIB, with the cooperation of the various universities and colleges, will be able to agree upon standards for teacher training throughout the United States. The meeting, to be planned in cooperation with this Association, probably will be in the late Fall of this year.

I also am happy to report that the Foundation's new budget provides for another grant of $12,500 in support of the AAIB's operating expense. I believe that you who are members and leaders of the Association can view this continued aid as an indication of the deep respect which our Trustees hold for the Association's present and potential value in the advancement of services to blind children.

I regret to have to report that Dr. Everett Wilcox, who joined our staff as Program Specialist in Education shortly after your last Convention, recently has indicated his desire to resign. As some of you may already know, Dr. Wilcox has accepted the appointment of Superintendent of the Illinois Braille and Sight Saving School, succeeding our esteemed colleague, Mr. Leo Flood. Dr. Wilcox intends to take up his new duties in Illinois about mid-

August. It is, of course, the intention of the Foundation to continue the function which he has carried, and we are currently reviewing candidates for the position which his resignation has made vacant.

In preparing this report for 1962, it was our thought that Dr. Wilcox might give you and us the benefit of his own appraisal of the past and potential role of AFB with regard to the extention of educational programs in the country. It is, then, with pleasure that I now present to you Dr. Everett Wilcox, who will present the final part of this year's report.

Report of Dr. Everett E. Wilcox—AFB Activities 1960-1962

It has been a most stimulating experience to be a member of the AFB staff—an experience that has provided many pleasant associations both at the Foundation and in the field. Only when one has had such an opportunity can the full scope of the Foundation's activities be ascertained and the potential for program development — a constant challenge to the staff — be determined. I appreciate the good fortune to share this report with Mr. Barnett.

During my term of limited observation in the field I have been pleased to find that a flexibility is emerging in our educational patterns whereby curricula and services are being shaped to focus upon the immediate needs of blind children. More and more programs are re-examining their goals, in some instances developing guide lines for the first time (by assessing the direction of services and the effectiveness of existing curricula) to fill gaps, to prevent duplication, and to eliminate competition for the blind child.

More attention is being centered on the learning experiences that are available to blind children outside the classroom, the normal school day and the scheduled school year. There is a move to strike a balance between learning and living in our educational patterns. Blind children now have many more opportunities to develop the functional use of living skills. This indicates that the education for blind children can preserve flexibility and diversity in curricula offerings simultaneous with new techniques that are bound to be widely adopted simply because they are good.

There is a major reason for the progress that has been made in the education of blind children and why we can expect improvement. Those responsible for programs are alert, responsive and willing to learn. They are enlarging their program aims and demanding professional approaches to educational problems. It has become increasingly evident that to provide an education for the multi-handicapped blind child now being included in our school population, we must in turn offer more staff preparation for houseparents, teachers, consultants, supervisors and administrators, i.e., support courses and develop techniques of assessment and instruction that are not now available so that we can more effectively assist these children through educational inventiveness.

Our biggest problem remains one of communication—within, without and between our programs. In all probability we should do more state and regional planning but, more important, we must act upon feasible recommendations that grow from a clear delineation of each problem.

To some here, the cost of services provided by the AFB is a barometer of interest. Out of an annual budget of two million dollars:

$20,000 is assigned for General Scholarship grants;
$12,000 is allocated for Summer School Scholarships;
$40,000 was budgeted for the Education and Social Work Fellowships;
$ 7,500 supported a Teacher Preparation Center;
$ 3,750 was budgeted for houseparents staff improvement;
$ 3,000 was assigned for an Orientation and Mobility Project in Oregon;
$ 6,000 provided a leadership grant;
$ 2,000 was the allocation for the Helen Keller Scholarships;
$ 9,000 provided transportation and tuition for deaf-blind children;

and since 1957 through the fall of 1962 almost $70,000 will have been expended on the diagnostic treatment program for deaf-blind children. Since the AAIB last met in Nashville, $11,000 was spent on teacher preparation workshops.

But to the others here who have not utilized AFB services nor participated in courses, conferences or workshops, let me suggest that your needs and problems be made known. The staffs of national agencies such as the AFB cannot read your minds, and yet assistance in the development of programs and services can only be extended when areas of concern are brought to the attention of the AFB staff.

When the need for mobility techniques became evident — conferences, summer courses and year-round programs were developed. When the concern about prevocational training became national in scope—an Industrial Arts Conference was called and held at AFB, out of which grew the industrial arts courses at Oswego which, incidentally, will be offered again next summer. When blind children with developmental problems were knocking at our doors—the AFB sponsored workshop courses.

When you were concerned about the early growth and development of blind children, "Toward Tomorrow" was filmed. It is used now in a wide variety of settings—not only here but in a number of foreign countries for staff preparation and community education.

Because of the interest to offer blind children the same opportunity to develop creativity as the sighted, another film, "First Steps in Clay Modeling," was produced this spring and is now available for loan. The AFB solicits your reaction to these films. Should more instructional films be made and on what topics? What direction should this project take?

Let the national service agency know of your challenges, problems and needs, so that the tools can be put in your hands. All of the AFB services—the library resources, field representatives, consultants in program development, the National Referral Service and the editor of **The New Outlook** are waiting for your requests.

And finally, on behalf of the staff, and particularly myself, let me take this opportunity to thank you for the hospitality shown us and the time taken so often from busy schedules to orient us to your needs and problems.

REPORT OF THE AMERICAN PRINTING HOUSE FOR THE BLIND

MARJORIE S. HOOPER, *Braille and Large Type Editor*
Louisville, Kentucky

It is always a pleasure to me to meet with the members of the AAIB and to discuss with you our mutual problems, accomplishments, and hopes and plans for expanded educational services for blind children. I therefore welcome this opportunity to appear before you today to present the Report of the American Printing House for the Blind to your Biennial Convention.

Legislation

In reviewing the past two years, undoubtedly the most important event was the passage by Congress of Public Law 87-294 on September 22, 1961, as an amendment to the basic Act of 1879 "To Promote the Education of the Blind." This amendment added four new provisions to this important Federal legislation:

1. The limitation of ceiling of authorization for the annual appropriation was entirely eliminated, thereby making possible an annual request to, and, hopefully, approval by, Congress of yearly appropriations commensurate with the actual needs for educational materials for the blind, such appropriations to be based on realistic figures with regard not only to production costs, but also the total number of children to be served.

2. The chief State school officers (or their designees) were made Ex-officio members of the Printing House Board of Trustees for purposes of the Federal Act, on the same basis as the executive heads of the residential schools for the blind (or their designees), thus giving equal representation for purposes of administering the Act to all blind children being educated through the public school system of the United States and its possessions.

3. For the first time in the 83 years of the Federal Act, provision was made for

the appropriation of funds, over and above those for quota purposes, to be used for administration of the Act by the Printing House. Heretofore, no funds for this purpose have been available except as the Printing House was able to furnish them out of its own resources, a situation which has hampered the institution for many years in providing needed and expected help and leadership to educators of the blind.

4. A proviso was included in the amendment stating that the appropriation is to be administered under rules and regulations prepared by the Department of Health, Education, and Welfare.

In reporting the passage of this far-reaching legislation, I want to extend the sincere appreciation of the Board and administrative staff of the Printing House to its many friends throughout the field of work for the blind, and most specifically to the Legislative Committees of the AAIB and AAWB, for their constant and untiring efforts on behalf of the Printing House Bill. It was only the cooperative efforts of all concerned that accomplished our goal.

In addition to the basic amending legislation, which was passed in the closing days of the 87th Congress, through the aid of several interested members of the House and Senate, an amendment was included in the Department of Health, Education, and Welfare Appropriation Bill, then still pending passage, which put the new provisions immediately into effect for the 1962 fiscal year. Thus, instead of a per capita allotment of about $25.00, the quota allocations for the past school year have been based on a per capita of $40.07 for a total appropriation, including the $10,000 permanent grant, of $639,000, instead of the expected $410,000. Additionally, $41,000 were appropriated for administrative purposes.

This quick action was particularly beneficial so far as the quota allocations were concerned, since by September a large proportion of the State departments of education and schools for the blind had already used up their money for the year and were still far behind in being able to get the materials they needed. It took a little time, however, to put into effect the benefits of the new administrative funds. I am happy to report at this time that it has been possible for the Printing House to create and fill three new staff positions, and reassign another, and that we now have full-time personnel for the following:

Assistant Braille Editor-Field Representative (2 people)

- Mrs. Blanche W. Dougherty (formerly Textbook Consultant of the APH)
- Mr. Christopher G. Stapleton (formerly with the Portland, Oregon, Public Schools, who will take up his position at the Printing House tomorrow)

Textbook Consultant (1)

- Mr. Thomas A. Bledsoe (who has had extended experience in the textbook publishing and related fields)

Tangible Apparatus Consultant (1)

- Mr. James W. Burton (who comes to the Printing House with a background of development experience, particularly in plastics and metals)

Mrs. Dougherty, Mr. Stapelton, Mr. Bledsoe and Mr. Burton have been in attendance all during this Convention, and I hope you have had a chance to meet them and talk with them. If the expanded service which the Printing House should provide through the administrative funds is to be effective, these staff people must not work in a vacuum, but be in a position to bring their background information to bear on the problems of the teachers of blind children. It is therefore the responsibility of the educators of the blind to see that they become cognizant of all facets of your problems. These people will be coming to see you in your working situations, and we ask your complete cooperation, including constructive suggestions for improving Printing House services.

New Buildings

One of the reasons the administration of the Act "To Promote the Education of the Blind" was originally placed with the Printing House in 1879 was because the institution had the buildings and facilities necessary for the production of the educational materials to be provided under the Act. It was therefore designated at that time, and again reiterated in the latest legislation, that "no part of the appropriation shall be expended in the erection or leasing of buildings." This means that it is the complete responsibility of the Printing House, through its own funds, to provide the necessary buildings, manufacturing equipment and other facilities for manufacturing purposes under the Act. Over the years, this has required an extensive building program, particularly in the last 15-odd years. In 1944, just 18 years ago, records show that the estimated book value of the original buildings, with additions, amounted to less than $57,500, plus a land value (at original cost) of about $12,000. Most of those buildings, and the entire plot of land, were provided through the generosity of the State of Kentucky. Additionally, beginning in 1939, and continuing for ten years thereafter, the Printing House had found it necessary to rent manufacturing space in downtown Louisville for at least 50 per cent of its operations. Since 1949, extensive additions to the original facilities have been added, amounting to over 70,000 square feet of floor space, at a cost of some $680,000, all of which has been paid for out of funds donated to the Printing House.

At the present time, in line with the continuing philosophy that the Printing House must exercise its responsibility in providing necessary buildings and facilities to meet the demand for expanded service now possible under the Federal appropriation, we are in the midst of another building program, which will add over 40,000 square feet of gross floor space to the factory annex, storage and shipping areas, and thereby also make possible the rearrangement and relief of crowded areas in the Braille embossing and proofreading departments, and in the office and administration building. It is our present hope that this construction will be completed and in use by January, 1963, at a total cost of approximately $440,000.

Central Catalog of Volunteer-Produced Books

During the past two years, the Printing House has established a Central Catalog of Volunteer-produced Books. The purpose of this service is to provide a single point of cataloging and reference for the thousands of textbook materials produced each year by volunteers, in all mediums, including Braille, large type, and disc or tape recording. To do this, we have engaged the help of the volunteers themselves in reporting each book they undertake, so that duplication is avoided and the location of the books may be known for possible borrowing, etc. This reporting service is growing to amazing proportions each day, and I do not believe anyone had any idea of the thousands of books that are being produced by volunteers each year. While the magnitude of the catalog is such that it precludes issuing printed catalogs, daily reference service is provided, and it is the intent of the Printing House that no effort be spared to make the Central Catalog a truly effective adjunct to this important facet of work for the blind.

Lavender Writer

And now to answer some of your many questions about the Lavender Braillewriter, the so-called "plastic machine." Over the past several years, we have given you progress reports on the developmental research on this writer. It is my distinct pleasure this year to be able to report to you that the Lavender writer is an accomplished fact. Not only has the prototype been completed and accepted, but the tooling-up for production has been finished, and we have actually produced some 30-odd of the machines and have had them out for field-testing for the past several months at the Indiana School for the Blind. A sample of this machine has also been available in the Printing House exhibit at this Convention for your examination. It is our present hope that we will be able to go into production of these machines, for delivery by January, 1963. The projected price will be in the neighborhood of $45.00, which will cover only the actual materials and labor involved for their manufacture, since $95,000 to cover the cost of the tools, dies, etc., has been paid for out of funds donated to the Printing House.

Conclusion

In conclusion, speaking for the Executive Committee and administrative staff of the Printing House, may I pledge our intent to use as wisely and effectively as possible the new funds granted by Congress for the expansion and improvement of services for the education of blind children.

REPORT OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

MARJORIE S. HOOPER, *President-elect*
Louisville, Kentucky

This is the first time I have appeared before this Association as a representative of our sister organization, the American Association of Workers for the Blind. I do so with mixed emotions. On the one hand, it is my privilege to serve the field of education of the blind as Braille and Large Type Editor of the American Printing House for the Blind, in which position it is my responsibility to see that the educational materials you need and want are made available to you in the form best suited to your needs, and as nearly at the time they are needed as is humanly possible. On the other hand, this same position means that it is also my responsibility that the reading needs of the adult blind—student, recreational, or what have you—are also met to the best of the ability of the Printing House. This dual service is not one divided against itself, but is in effect one of the coordinating influences of our whole profession, and I am very proud to have such a position.

In presenting a report of the activities of the AAWB for the past two years, I should like to touch briefly on two or three items. First are the two projects conducted by the Association through grants from the Office of Vocational Rehabilitation. The first is the study on home teaching, which resulted last year in the publication of the brochure HOME TEACHERS OF THE ADULT BLIND, prepared by the project director, Miss Elizabeth Cosgrove. As a follow-up on this study, on August 1, 1961, the OVR made a contract with the AAWB to activate some of the proposals of Miss Cosgrove's report.

1. A project to work jointly with the American National Red Cross to extend demonstration programs for training volunteers to work with home teachers.

   A manual is now being written, based on the experience of two pilot training courses for volunteers, conducted in Washington, D. C. with the cooperation of the Virginia Commission for the Visually Handicapped and the Red Cross. This manual will be used for further testing through demonstrations in other sections of the country.

2. Arrangement for the establishment of a multi-disciplinary curriculum in at least one university for a pilot training program for home teachers, AND for participation in developing standards for the selection of trainees. Working papers have already been developed outlining criteria and defining objectives which will serve as a basis for discussion with university representatives.

3. An additional goal is the development of guide-lines for in-service training programs for agencies serving blind persons.

These new projects are being staffed by Miss Cosgrove and Miss Josephine J. Albrecht.

The second project is the compilation of an annotated bibliography for workers in the field of the blind, which was started in July, 1961. The outline for the bibliography, i.e., the subject headings for the chapters, is being developed as new fields of interest to workers in the field become manifest. Research includes work at the library of Perkins School for the Blind, translations and annotations of foreign historical books and articles, as well as work in the European libraries. When completed, it is intended that this bibliography will bring together: (1) the historical writings tracing the changing attitude of mankind toward blindness; (2) later books and articles which have proved their value as time has passed; and (3) the results of research during the past ten years which have not as yet been compiled into readily usable form. Miss Isabella S. Diamond is the Project Director.

An item of extreme importance to the future growth and development of the AAWB was the adoption at the St. Louis Convention in 1961 of a completely new Constitution and By-laws. Paramount in these new provisions is the recognition that the AAWB is a social action group.

Specific changes include election of officers on an annual basis, to include a President, President-elect, Corporate Secretary and Treasurer; election of Board members by the general membership rather than by artificial group interests; and realignment of group interests more in keeping with present-day functions of the members, but including establishment of additional group interests as they may be needed.

In so far as national legislative programs have been concerned, it is most heartening to note that there has been a oneness of viewpoint of the AAIB and AAWB. Actually, of course, the only national legislation accomplished during the past years was the passage of 87-294, which was the amending legislation to the Act of 1879 "To Promote the Education of the Blind", which provides the Federal grant to the American Printing House for the Blind for the provision of educational materials for children being educated in public educational institutions for the blind and public school systems for the seeing. As a member of the staff of the Printing House, I wish to personally thank the Legislative Committees of both Associations for their unremitting help in effecting the passage of this important legislation.

Additionally, speaking for the AAWB, and I hope the AAIB, I think that I can say that, almost without exception, we are joined together to promote, protect, and improve the welfare of all blind persons in the United States. As a corollary, it is clear that we must agree that it is our first responsibility jointly to direct our energies and our thought toward programs of service or legislation, or both, that will first assure these purposes of promoting, protecting, or improving the interests and welfare of blind persons, of all ages and walks of life.

Secondly, and we again hope the AAIB agrees, the AAWB feels that an outright generic approach to all of the problems of impairment is inimical to a sound program for blind persons, and that within any structure rendering services to the handicapped, whether local, state, or Federal, a special provision must be made for services to the blind. Additionally, it must be recognized that organized leadership in work for the Blind has been a generation ahead of all other handicapped groups, and has, therefore, pioneered in welfare legislation which has later benefitted all other handicapped persons. The AAWB feels, and again we hope the AAIB agrees, that there is a clear call for continued leadership which does not necessarily have to be exclusive, provided the interests of blind persons are fully served. Thus, when the legislative body itself, whether state or Federal, insists on generic type omnibus proposals, where it becomes necessary, work for the blind should agree to participate.

Another point of close cooperation between the AAIB and AAWB has been the joint sponsorship of the AAIB-AAWB Braille Authority. You have already received a report of the work of this joint committee from its Chairman, Mr. Krebs. I cannot overemphasize the importance of the work of the Braille Authority as the agent of the two Associations which are the groups responsible for the establishment and maintenance of Braille codes in this country. As a member of the Authority, I again wish to express appreciation of the cooperation and backing you give the Braille Authority.

Before closing, I feel I must admit that this past year has been a most difficult one for the AAWB. As you know, Mr. Walker resigned as Executive Secretary early last November, and it was not possible to fill the position until just recently. This has meant that the work of the Association has had to be carried forth on a volunteer basis by the officers, primarily Mr. Louis H. Rives, Jr., who is our Corporate Secretary, and to whom the thanks of the Association are due for his personal time and efforts. I am happy, however, at this time to announce that a new Executive Secretary has been appointed—Dr. Gordon C. Connor, formerly Executive Secretary of the Greater Pittsburgh Guild for the Blind. Dr. Connor has just taken up his duties in Washington during the past two weeks and will be on hand to help conduct the Cleveland Convention starting next Sunday night. We hope many of you are planning to attend and look forward to seeing you there.

REPORT OF THE COUNCIL FOR EXCEPTIONAL CHILDREN SERVICES WHICH RELATE TO THE EDUCATION OF BLIND CHILDREN

DR. MAMIE J. JONES, *President*
Atlanta, Georgia

The Council for Exceptional Children was organized in 1922 to provide a professional association for educators of exceptional children. Through the years it has grown until it has a current membership of more than 15,500 persons who are interested in the education and welfare of exceptional children. CEC's unique contribution to the area of services to children is that it has an equal concern for all types of exceptional children.

The Council's membership is composed of persons who are interested in the education of exceptional children. About 98% of CEC members are professional educators associated with service programs for such children.

The CEC is organized into chapters which are its local units, state or provincial branches and federations, and divisions. Provision is also made in the CEC constitution for affiliates.

CEC has had a traditional interest in all visually impaired children, including both the blind and the partially-sighted. The CEC periodical **Exceptional Children** has included articles with reference to the education of blind and partially seeing children.

Each year CEC conducts an international and one or more regional conventions. Sectional meetings on the education of the visually impaired are planned in each of these conventions. Recently the AAIB has sponsored meetings in these conventions.

In recent years the CEC has become increasingly active in legislation. Last fall, representatives of the AAIB and several other organizations concerned with the visually handicapped endorsed the CEC legislative position for all exceptional children. Encouraged by this action, CEC had a bill prepared which later was introduced by Congressman Giaimo as HR. 10125. CEC secured the endorsement of this bill by twelve national organizations concerned with exceptional children, by the NEA and by the American Parents Committee. This show of unity and strength has been impressive in the Congress. CEC is pleased to have served as an agent to help bring this cooperative effort to completion.

Increasingly, through the CEC Interagency Relations Committee, through the legislative effort described above, and through suggestions for projects initiated by other organizations, CEC is cast in a role of cooperative enterprise in the education of exceptional children. In view of these facts, the CEC Board of Governors recently authorized a professional staff member for CEC, who will have primary responsibility for legislative activities and for cooperative activities with other national organizations. This staff member will be added as soon as funds become available for this purpose.

CEC hopes to continue to become a more effective force in the education of exceptional children through working for better professional standards, improved personnel training programs, stimulation of worthwhile legislation, and in other ways. In all these efforts, we shall hope to continue and extend our interest and service in the education of the blind as well as for other types of exceptional children. We are extremely pleased to have had such a pleasant and cooperative relationship with the American Association of Instructors of the Blind and hope that this relationship will continue.

REPORT OF THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

MAMIE J. JONES, *Ph.D.*
Member of Educational Advisory Committee, NSPB
Atlanta, Georgia

The NSPB was founded in 1908 with the campaign to stamp out "babies' sore eyes." In 1922 the Society helped to establish the first course for teachers of sight-saving classes. Also, in this same year, they initiated the first authoritative industrial eye safety program. In 1948 came the sponsorship of the Wise Owl industrial safety program. Then, in 1950, the Society supported the research project that demonstrated, without question, the role of oxygen in the treatment of premature babies as a cause of retrolental fibroplasia.

These above mentioned facts are only a small portion of the accomplishments of the NSPB. One of the important phases of its program has been concerned with the early identification of partially seeing children and the provision of adequate educational opportunities for them.

It is estimated that, minimally speaking, one in every 500 children of the school population is a partially seeing child. Although these children are being recognized more and more and provisions of adequate educational and health services for them have grown, today less than 10% of these children are receiving special help.

One with deficient eyesight need not necessarily miss out on opportunities. For such persons, regardless of age, there are low vision aids. The National Society has recently established standards for low vision aids, services, and facilities. This responsibility was transferred to the Society by the American Foundation for the Blind. The program includes research in optical aids, community services, preparation of educational materials for professional personnel and visually handicapped persons, and dissemination of information about low vision aids.

Statistical studies to learn more about the causes of blindness are also a major function of the National Society. In these studies the Society has had, over the years, much help from the residential schools. It is hoped this cooperation will continue and that, with expanded participation of the schools, the data so much needed for planning prevention and conservation programming will be even more useful in the future than it has been in the past.

Among the problems of tomorrow, predominantly, is the emerging dilemma of visual problems of the aged. The National Society is working closely with the areas of research most in need of support. Diabetic retinopathy, a cause of increasing concern to our senior citizens, may possibly be an area where a concentrated effort could mean a breakthrough. New statistical research being carried on by the NSPB in conjunction with state and federal government agencies will show where the need exists for mutually contrived action in particular fields of sight-saving.

Even with past knowledge, present research and findings, and future anticipations, the NSPB cannot go, nor is not going, the route alone. It is the desire of the NSPB to work with the AAIB and other organizations in the interest of all partially seeing children, particularly with regard to low vision aids, the collecting of information about educational materials and equipment suitable for their needs and research projects related to their education.

Half of the blind Americans of today need never have lost their eyesight—if they had done the simple task of applying the sight-saving knowledge we already possess. Even today, thousands of people of all ages have experienced restorations to near-normal lives through optical aids, special education, and/or surgical treatment. Nevertheless, still many more may receive such benefits, even perhaps on a greater scale, through the concentrated efforts of not only the NSPB but by the working relationship and cooperative planning of all organizations involved. We are grateful to AAIB for inviting NSPB to participate in this meeting and we look forward to the development of our mutual interests through joint efforts.

REPORT OF THE DIVISION FOR THE BLIND OF THE LIBRARY OF CONGRESS

CHARLES GALLOZZI, *Assistant Chief*
Washington, D. C.

I must confess I feel rather guilty that in the more than 12 years which I have spent in providing Library service to blind persons, including blind children, this is the first time I have attended a convention of the American Association of Instructors of the Blind. I have been asked to give a brief summary of the activities of the Division for the Blind of the Library of Congress. It will be brief, and in the few minutes allotted to me I also want to present one or two points of a more general nature on which I feel strongly.

The Division for the Blind of the Library of Congress offers a completely free library service to all legally blind persons in this country. This service is similar in scope to what can be expected from a local public library; general reading, books of an informational nature, recreational reading, and to a limited extent, books on specialized subjects. Reference service on the whole field of blindness, and guidance in the preparation of reading lists are included. We try to make this service as personal and individual as possible by working closely with the 31 regional libraries for the blind, 54 machine lending agencies, and recently with public librarians throughout the country. We also train and use volunteers who produce in hand-copied braille or on magnetic tape, books requested by our borrowers but which we cannot have produced in press braille or on talking book records.

To indicate the importance which the Federal government attaches to library service to the blind, I will give you just a few figures. With an appropriation of $1,8000,000 this past year, we have provided more than 350 new talking books, about 250 books in press braille, and several hundred on magnetic tape, and in hand-copied braille. More than 11,000 new talking book machines were manufactured. The staff of the Division for the Blind consists of 34 persons, including 7 who operate our own regional library for the blind, and 8 totally blind braille instructors. We are one of the more than 50 Divisions in the Library of Congress. Yet our annual budget is more than ten per cent of the Library's total budget.

In so far as your sphere of activities is concerned, we provide supplementary reading for school children, some books of interest to educators, and a comfortable amount of general reading for both. As specific examples I can point to half a dozen novels in braille by Rosamond Du Jardin for the romantic teen-agers; three works by Carolyn Haywood, on talking book records, for the imaginative youngsters in the first four grades; Cutsforth's **The Blind in School and Society** on magnetic tape, for educators; and **The Rise and Fall of the Third Reich** on talking book records for anyone who has plenty of time to read. We shy away from textbooks since our program is not intended to meet the basic needs of schools, but within our scope there is a constantly increasing fund of riches for those who are interested in reading.

As a librarian, I am convinced that reading is inherently good, and I disagree with the few who feel that during summer vacations children should not be encouraged to read. Relaxation, stimulation, enjoyment of beauty, a genuine feeling of adventure, all these and much more can be enjoyed through books. But to get this enjoyment one must first realize that it is available. Then one must know what books, by which writers, can be had in braille, or on records, or on magnetic tape. The Library of Congress publishes catalogs in large type, regular type, braille, and even in recorded form, and we are generous in distributing them. We produce them in large quantities and we encourage people to keep these catalogs so that they can be referred to at any time. But catalogs can be pretty dull unless one is interested. And that is one of the responsibilities which educators have: to know these catalogs, to recognize their potential for themselves and for the children in their care, and to see to it that children and books learn to get together.

In no way am I attempting to minimize what is already being done in this respect, but our experience has proven that many school children are not fully aware of the resources of the 31 regional libraries for the blind. I have spoken with teachers who were startled to learn that books they wished to recommend but thought had not been embossed or recorded were actually sitting on library shelves, in braille or talking book form. Within the past couple of weeks a youngster who had just completed his second year at a school for the blind heard his first talking book record in my office. Let me read in its entirety a letter we received, dated June 12, 1962:

> Library of Congress
> Braille Division
> Washington, D. C.
>
> Gentlemen:
>
> I would like to know if your agency distributes such news magazines as "News Week," and "U. S. News and World Report." I would like to receive those materials upon subscription if they are available.
>
> I have graduated from the .... School for the Blind. I have no connection with any agency which would obtain Braille literature. Any service you render will be appreciated.
>
> Yours truly,

This graduate lives in the same city as his school for the blind. In that same city is also a regional library for the blind, with complete collections of both braille and talking books. Evidently, he was not aware of its existence.

This may sound more like a sermon than a presentation, but I feel strongly on this subject. Books are of no use to anyone unless they are read. As long as they sit on library shelves they are only taking up room. It is a known fact that many people buy print books for their decorative value, or for the prestige that owning a lot of books may bring. But braille and recordings are not exactly decorative in appearance, and their high cost makes purchasing by individuals rather uncommon. But they are available on free loan all year round on rather liberal terms. In spite of their high cost, I would rather see them worn out in use than preserved in uselessness. In some areas service may not be as good or as prompt as in others, but we are working toward improving conditions throughout the country. We are starting local deposit collections on a rotating basis in a few cities which have no regional libraries. We will cooperate with any school library in making more braille books available on extended loans. We welcome suggestions from teachers as well as from readers as to which books should be embossed or recorded.

We have a mailing list for distributing our catalogs, and other publications. As far as we know, every school for the blind, and every state director of special education is on that list. But we do not know whether the catalogs we send fall into the hands of the persons who can make the best use of them. I will gladly add to the mailing list the names of anyone in this auidence who can use catalogs of books available in braille, on records, and on magnetic tape. All you need to do is give me a slip of paper with your full name and complete mailing address, before I leave. You can even write it in braille if you prefer. Please indicate whether you want ink-print or braille catalogs, or both.

The use of large type for lists and catalogs is one of our more recent ventures. We will be interested in learning from you how effective they are. Suggestions and comments from those who work personally with children are of great value in guiding us for future publications. Is the type large enough, is the quality of the paper satisfactory? Can you offer suggestions for improving the format?

We are giving a great deal of attention to periodicals. Right now the following are regularly available on magnetic tape:

Atlantic
Current
Foreign Affairs
Galaxy
Harper's Magazine
Kenyon Review
Personnel and Guidance Journal
QST
Social Work

We will try to undertake others if you will let us know which would be of value. We are also planning to issue the magazine Holiday on talking book records, beginning with the December issue.

Our plans for the future are all based on one principle—better library service to blind persons. Whether this service is received directly from the Library of Congress, or through the regional libraries for the blind, or through school libraries, we are interested in doing all we can to improve it. Your interest and cooperation will help us achieve this goal.

REPORT OF CHRISTIAN RECORD BENEVOLENT ASSOCIATION SPECIAL CHRISTIAN RECORD SERVICES AVAILABLE TO EDUCATORS

CHESTER G. CROSS, *Manager*
Lincoln, Nebraska

Two years ago in the annual meeting of the Western Conference of Teachers of the Adult Blind the suggestion was made to us to publish one of our youth magazines in both Braille and large print. The main reason was that teachers of classes made up partly of Braille students and partly of large print students could then assign certain articles for auxiliary reading and the **entire** class rather than part of the class would benefit.

We inquired of many teachers and administrators and found a ready response. So we combined THE YOUTH, which was in Braille, and HAPPINESS, which was in large print, and called it YOUTH HAPPINESS. The two editions of the magazine carry identical material.

The content is beamed to junior and senior high school students and young adults.

We secure the informative, inspirational material from some of the best qualified writers in the United States, Canada, and other parts of the world.

The current July issue is the first number run by the offset process. The August and September numbers will be mimeographed and thereafter the magazine will be offset and in yet a bolder type.

We can make subscriptions available to each school, or send the subscription direct to individuals who may not attend one of your schools.

Forty samples of the July issue are available at our display booth.

Our continuous research in the field of the combination print-Braille books has led us into a nearly half million dollar project of what we call Full Vision Books. We shall prepare a series of 54 of these books for pre-school and early school age children. The original intention was to make these for blind parents who had young sighted children. When some of you administrators, librarians and teachers noticed them, you saw other possibilities in them. We have been flooded with literally thousands of requests for each of the first four books. Here is the fifth book. It will be ready for distribution in just a few weeks. So now, upon request, we give one or two copies to school libraries, and one copy to each dormitory. If the schools desire additional copies they may purchase them at or below our cost. All of our services are entirely free to blind and near-blind children and adults. We have some accommodation services such as the additional copies of Full Vision Books to schools, various types of Braille paper, cut to size, for individuals and institutions, certain records and tapes, et cetera, which are meant to be helpful and are available on an accommodation basis at or below our own cost.

In school assemblies and in dormitory meetings you have occasions when Bible stories for children up to the age of about twelve are very useful. We have prepared 33 such stories in three sets, entitled ADVENTURES IN THE HOLY BIBLE, STORIES JESUS TOLD, and GOD'S HEROES. These are available free, separately brailled and mimeographed. They were originally prepared as little correspondence courses, and attractive buttons and certificates are given on enrollment and completion of each of these three delightful sets.

Next fall, in one of the regular editions of the Christian Record monthly brailled magazine, we shall honor all readers who have read this magazine for 50 years or more. The reason I mentioned this is because several have written that they either learned the embossed system by reading the CHRISTIAN RECORD in their school libraries, or learned to better appreciate and manage the system as a result of reading it in their school libraries.

In the February, 1963 issue of the CHRISTIAN RECORD TALKING MAGAZINE we shall feature the talents of blind and visually impaired children up to and including 12 years of age. Then in the May issue we shall feature those from 13 through 20 years of age. Please contact me if you would like some of your talented students in this TALKING MAGAZINE. The November issue this year will be another keepsake number. It will feature Christmas music as it is played and sung in various parts of the world, sweet music by a quintet of women harpists, tunes by youthful English handbell players, a surprise band march selection by a famous band march composer who became blind about 3 years ago, and a number of other excellent items from blind artists. If your school is not receiving the CHRISTIAN RECORD TALKING MAGAZINE you may desire to get it now. Its circulation per issue is almost identical to that of the READER'S DIGEST on talking book records.

During the past four years we have been researching the cultural and social guidance needs of teenage blind and visually impaired youth and those in their twenties. This year we shall start a whole new line of services in this area which we do hope sincerely will make a significant contribution to the further cultural and social development of these young men and women. Announcements will reach the field in just a few months when the first items are ready.

We realize that you receive more mail than you can handle, so we shall not contact you often. But when we send you announcements of new free services, or check up on the experiences with present Christian Record services, we shall communicate on a special color paper or ink so that some will recognize *it immediately* for its importance and can pick it out of the pile of correspondence.

The Christian Record Benevolent Association is a service institution. We exist for one single purpose, namely, to be of as much benefit to blind and visually impaired children and adults as possible.

We covet your suggestions for the improvement of existing services and for the preparation of new services.

We wish each one of you new joys and rich rewards in your work, and special wisdom, because we realize that largely in your minds and hands lie the shape and scope of the future of this rising generation and succeeding generations of blind and visually impaired young men and women.

MEETING OF NATIONAL BOWLING ASSOCIATION OF SCHOOLS FOR THE BLIND

DR. CHARLES BUELL

Berkeley, California

The NBASB held its biennial meeting in connection with the AAIB convention in Miami. Eleven schools were represented at the meeting, some of which plan to enter competition soon. The new schools with representatives in attendance were Alabama, Arizona, Arkansas, Indiana, Kansas and Mississippi. Other schools represented were California, Missouri, Nebraska, Oklahoma and Overbrook.

Bob McQuie, who had done so much to make bowling competition successful for the girls and junior boys, resigned his duties as Secretary. His work was divided, with Josephine Buell of California assuming the organization of the girls' bowling. Jerry Regler, superintendent of the Nebraska School, will organize the junior division of the league. Charles Buell and V. R. Carter were re-elected as President and Secretary. An expression of appreciation of Mr. Carter's fine and long service was tendered.

At the request of some schools with high scratch scores, more awards will be made available for total pins knocked down. However, the competition will continue to be essentially on a handicap basis as it is in most bowling leagues.

The competition is carried on by mail. The new secretaries asked that the mailing deadline be advanced to Wednesday and this arrangement will be tried.

Those who attended the meeting were optimistic that membership in the league might exceed 20 schools for the blind this year. There is an open invitation for more schools to join the league. Write to V. R. Carter, School for the Blind, Muskogee, Oklahoma.

REPORT OF EXECUTIVE SECRETARY

MAURICE OLSEN

St. Louis, Missouri

My report will be a little different from those scheduled for the rest of this afternoon's program. I hope that the other groups that will be represented will report on recent activities and review happenings that are internally important to them while this has already been done very well during our convention so far through our various committee reports and addresses by our officers, especially the President's Address by Miss Cox. This leaves me somewhat free to my own devices in reporting to you today.

There are many things I can say; I could review AAIB history, I could review again the accomplishments (and possibly add something on the failures and full attempts) of the Association and especially of my office during this past biennium, I could give an account of my recent travels and discuss ways I have tried to represent the Association since my appointment, but I would rather turn to the future. "What is past is merely prologue." I hope we have learned from the past, I think we can be proud of the past, we must continue to study the past, build on it, and use it to best advantage, but the future holds the excitement of hope, expectations, plans, and the energizing prospect of even greater accomplishments and progress.

First, I want to again publicly acknowledge the substantial support we have received from so many sources to help in efforts to build the AAIB into a self-supporting, moving force in our field. The dedication and loyal efforts of our leading members and the cooperation and material contributions of schools and other groups and agencies have been essential to our continuation and growth. I only have time for one quick reference to this support which is highly appreciated. The American Foundation for the Blind has contributed three annual grants to the AAIB of $12,500.00 each or a total of $37,500.00 to date. Recently we have been notified that the fourth $12,500.00 grant is forthcoming in the near future. This, and the close cooperation enjoyed with the AFB staff is deeply appreciated.

Now, before I come to the main part of my presentation, I would like to review a most vital consideration for our Association, our membership figures. Membership is the heart and core of our Association; vital to Association support and financing, vital to Association growth and progress, and vital to Association influence and contribution to the field. Total memberships are encouraging but there is a trend away from the solid support of the Association by residential schools who in the past have been represented by 100% of their teaching staffs in AAIB memberships. Where at one time there were 26 schools for the blind with 100% AAIB faculties, there were only 20 with 100% faculties this past year. There has been a slight increase in schools with 100% houseparent staff and a bare start in 100% day school faculties, but I would hope that more rather than less of our schools, both residential and day school, will inspire entire staffs to join the AAIB 100%. In addition to Association responsibility for offering services to members in return for their dues, I think our schools' leadership have a responsibility to select staff members who are professional and can see the potential benefit of active participation in a professional association that is most directly concerned with their special field of endeavor. These leaders have an obligation to instill the attitude of wanting to continue to grow in professional skills and understanding on the part of their staff members which should again indicate the value of 100% memberships in the AAIB. And these leaders have the opportunity by example and reminder to encourage greater growth and active professionalization of their school personnel through active participation of the entire school staff in the AAIB.

The record of corporate memberships in the AAIB has been excellent. Virtually all residential schools and a growing number of parent groups are corporate members. Our life membership results have been disappointing, with only 12 life members; one of these being a lay person, 3 being from the Maryland School and only 3 being superintendents of schools for the blind. I hope that everyone will think seriously about this method of simplifying the payment of Association dues and contributing a greater share toward Association support, while at the same time, anyone under 60 who expects to live to be 80 should consider the possibility of saving some money in the long run through the life membership dues rate.

Our national membership chairman for day school members and her regional chairmen should all be congratulated on their efforts to increase the number of day school representatives in our Association, but the big problem of attrition (with approximately 30% of the 1961 non-residential members not renewing for 1962) has resulted in total results for these good workers that are discouraging to them.

This problem is probably linked to the entire problem of getting and keeping more members and this leads me to the main part of my presentation. We need to offer **services** to our members if we expect to reach our potential growth with 100% faculties and staffs and more non-residential school personnel. How can we improve direct services to AAIB members? The **International Journal for the Education of the Blind** is about the only proof of membership through a direct service that many of our members receive. This may be interpreted as indicating that our problem is really one of activating our workshops so that correspondence, regional meetings, workshop newsletters and other workshop projects also can be ways to keep our members interested and informed concerning Association affairs and activities and benefits of membership. I want to talk about this a little later.

However, it would seem also that there could be another way to attract and hold additional members and give all members a substantial increase in return for their dues, if we could offer with each AAIB membership a subscription to both the **International Journal for the Education of the Blind** and the **New Outlook for the Blind.** This would mean that all AAIB members would be entitled to subscriptions to both of these excellent professional publications automatically with their membership. We would still look to the **International Journal** as the official AAIB professional journal since we would be able to control its editorial policy and could expect Association announcements and internal business to be covered in it, and eventually the AAIB should assume full responsibility for this periodical rather than contract for it as we do presently with the **Journal** being a separate corporate group. But the **Outlook** is published ten times a year, contains much concerning the education of visually handicapped children and related information on work with the blind that is of professional importance to our members, and a subscription for all AAIB members could be arranged at a very reasonable cost to the Association of approximately $1.50 per member per year. This cost of offering an additional service of a second major publication in our field for all AAIB members would probably be met easily through the increase in memberships possible if such a dual offering as subscriptions to both the **International Journal** and **New Outlook** could be arranged.

The AAIB Board of Directors would appreciate membership reaction to this possibility in order to help them with decisions concerning this and other ways to increase AAIB memberships and retain members as regular, dues-paying, loyal, active and participating members through offering substantial direct services to our members.

In addition to increased memberships, we need to activate all workshops and committees to more effective service and professional contribution to our field. We are now trying to identify each of our members with a major workshop interest so that we can offer our workshop officers a mailing service which will allow machine addressing of envelopes to workshop members. This can be used for correspondence, newsletter mailings, announcements of meetings and projects, etc.

We will also have a chance for workshops to select leaders who will be able to attend the next convention each biennium since we are selecting and announcing convention sites for four years in advance to help with workshop planning and continuity. We need to improve our workshop leadership selection and training in order to identify our more capable, enthusiastic and skilled leaders who will organize workshop activities to meet needs in our field. The AAIB is supporting budgets for special workshop projects that have been carefully planned and give evidence of holding potential for major contributions to our field. I hope that schools, administrators, state departments and teacher preparation centers will cooperate with workshop officers in developing and instigating worthwhile projects. Workshops can operate only through their members and so it is also urgent that you, the members of the AAIB and of its workshops, demand and expect activities from the workshop of your interest, that you help plan such projects and that you actively give of your time, efforts, attention, and abilities in working to accomplish the successful completion of various possible workshop activities.

A third ingrediant to a successful future for the Association, in addition to increased memberships and increased workshop activities, can be the expanded use of national and regional resources for cooperative projects. Examples of this important way for the AAIB to extend its influence and multiply its effectiveness would be in arranging for projects and meetings cooperatively with colleges and universities, teacher preparation centers, government agencies such as state departments of special education, the U. S. Office of Education and the Office of Vocational Rehabilitation, national agencies such as the American Foundation for the Blind, National Society for the Prevention of Blindness, Hadley School for the Blind, American Association of Workers for the Blind and Council for Exceptional Children. At the present time the AAIB is working with Hunter College of the City of New York and the New York Institute for the Education of the Blind for a possible six weeks summer program for gifted blind children during the summer of 1963 to make use of resources that can be found in the New York City area. We are working with the University of Minnesota to try to develop a special training institute on teaching homemaking to blind persons. We are cooperating with the AFB on a study of standards and accreditation in our field. We hope to work with the NSPB on a low vision aids project and the reporting of eye conditions and causes of blindness. We are studying the possibility of working with the Hadley School on inservice training resources for home study or correspondence materials, and the possibility of a course on occupational information for blind children and adults and their guidance counselors, parents, teachers, etc. The AAIB is also considering affiliation with CEC for closer cooperation and liaison and hopefully will identify areas for possible cooperative projects in addition to legislation, standards and special meetings with a possible area being in recreation for visually handicapped children.

I have talked about additional services such as adding subscriptions to the New **Outlook** with AAIB memberships, the need for additional workshop activities and contributions, the possibility of additional cooperative projects with other agencies and organizations, and now the final area of service to members which I feel should be pursued would be to continue to arrange for better and better biennial conventions. I believe that I can safely say that the 1964 convention in Boston, making use of Perkins School facilities and resources, will be a highlight in AAIB national meetings in the entire history of the Association. Plan for this one, don't miss it, and please help us arrange for the most contributing type of program through your suggestions, comments, ideas, and through your cooperation, hard work and faithful attendance.

Although my theme has been increased services to members, I don't think AAIB members should expect immediate return on their dues dollar which supports the Association. Instead, we should contribute toward the better achievement of our objectives of improving material and methods of educating visually handicapped children, with the welfare of these children supreme, rather than always looking too closely at selfish considerations of "what do I get out of my dues dollars personally this year." We are interested in advancing the field, being represented nationally and internationally, and building for long-range good that will favorably affect the lives of visually handicapped children of our nation and the world, and that is why we have life memberships and various categories of contributing memberships, so that members can indicate this support of an ideal that our group of professional workers are sharing.

This next biennium, let us work to increase services to members, but let us also retain our major concern for broad goals of service to visually handicapped children through a concern for all ways of improving their education.

REGIONAL MEETINGS REPORT

J. M. WOOLLY, *Coordinator of Workshops*
Superintendent, Arkansas School for the Blind
Little Rock, Arkansas

As Coordinator of Workshops, Regional Meetings and Institutes, it is a pleasure to report to you on the activities of these two years, two of the most active years in AAIB history in this respect. I am sure this report is far from complete since some activities were probably not considered of sufficient significance by the sponsoring group to report to me, and in the interest of brevity some activities which have already been reported will not be mentioned again.

Many of the activities, particularly those of region-wide interest, have been reported in detail to the executive office, and plans, results, etc., are available to any workshop, school or agency which may wish to initiate similar activities.

The most recent AAIB Conference to report is the meeting held in Washington, D. C., June 13, 14, and 15, sponsored jointly by AAIB and the Office of Education of the Department of Health, Education and Welfare. This Conference, dealing with Modern Curriculum Provisions explored the new developments in curriculum planning and how they could be adapted to the teaching of visually handicapped children. Some of the new mathematics concepts were explored, as well as trends in the use of optical aids, mobility and independent travel and programmed instruction. Finally, the Conference was alerted to the many national resources available to the teachers of visually handicapped children.

The Travel Instructors Training Workshop held on the campus of the Maryland School for the Blind in March and April, made possible by an OVR grant to AAIB, accomplished a great deal in unifying and improving the mobility training for blind children and adults. President Cox, Superintendent Andrews and Miss Baird of the Maryland School were, of course, largely responsible for the success of the workshop. The approximately twenty trainees are no doubt doing a much better job in their respective job situations as a result of their experiences while at the workshop. The grant which made the workshop possible was in the amount of $16,200.00.

Much good came from a joint AAIB-CEC Regional Meeting on the west coast last fall. This meeting gave AAIB an opportunity to demonstrate to the Council for Exceptional Children its active interest in work for all visually handicapped children. A small side-result worth mentioning is the fact that several new participating members were gained for AAIB. Ross Huckins is to be congratulated on this activity.

The Physical Education Workshop, under the leadership of Bob Young of Texas, is reporting and discussing at this convention the results of the President's "Physical Fitness" program in which many residential schools participated this spring. No doubt improved physical education for all of our children will be the result of this most important work done by the Physical Education Workshop.

On November 3, 4, 1961, the Primary-First Grade Workshop held a regional workshop at the North Carolina School concerned with the teaching of beginning reading. Miss Lennon gathered together several outstanding resource people, including Dr. Sam Ashcroft, for this fine workshop.

A two-day Orientation, Mobility and Travel Workshop was held at Illinois State Normal University on May 18 and 19 with the cooperation of the Illinois State Department of Public Instruction and the Illinois Braille and Sight Saving School. Again Miss Beatrix Baird was the key person in the success of the workshop.

The Mathematics Workshop, under the leadership of Dr. Robert Bruce, held a most successful workshop on the campus of the Maryland School for the Blind on April 27-28, 1962. The theme of the Conference was "Modern Arithmetic" and it attracted delegates from six schools. Again, the Workshop was staffed by outstanding leaders in the field. In addition, newsletters have been produced by the workshop at intervals during the biennium.

The Ohio School for the Blind was host to a Houseparent Workshop June 26-July 1, 1961. The Workshop continued to meet the high standards set by houseparents for such activities and attracted some sixty houseparents from ten states. It continues to be a source of great inspiration to have this workshop move to meet the needs of its members through regional activities strategically located throughout the United States. Also, I would recommend the **Shoe Dwellers News** — the very readable and interesting newsletter produced by the Houseparent Workshop and edited by Mr. Skeet Powers of the Iowa School.

The Maryland School for the Blind held two one-day Mobility, Orientation, and Travel Workshops. One on January 21, 1961 and the second on October 21, 1961. Both of these conferences were directed by Miss Beatrix Baird, Chairman of the Workshop, and were well attended by eastern seaboard teachers. The impact of these group activities is tremendous. I think a quotation from Miss Baird in her summary of one of the workshops should be shared with all of you: "There has been a tremendous interest shown in this workshop by people who unfortunately are too far away to get here for it. I have promised to share our findings with them. Thus, our efforts can be like a stone thrown in a pool causing ripples that spread in ever larger circles until they reach the far shores, and we can feel that we have truly labored for the good of many."

The first Parent Workshop was held at the Missouri School for the Blind, July 22-25, 1961. Dr. George Heltzell, Superintendent of the Missouri School, and Mrs. Willie T. Bennett, Chairman of the Parent Workshop, gave tremendous leadership to this conference. Some fifty parents from eight states were in attendance. There is no doubt that there is a tremendous potential for growth and activity in this fairly new workshop.

Also at the Missouri School, a highly successful Industrial Arts Workshop was held on April 6-7, 1961. It was held in conjunction with the American Industrial Arts Association Convention.

As I said in the beginning, I am sure there were several meetings, conferences, workshops, etc., which were not reported to me. However, the present report will indicate the scope of activity in which the profession is now engaged. I should not close without mentioning the many very fine newsletters such as those of the Business Education, the Arts and Crafts, Physical Education, Language Arts and other workshops.

This plan of communication, interchange of ideas and professional growth is perhaps the backbone of the American Association of Instructors of the Blind. I am positive it will continue to grow and prosper during the biennium.

REPORT OF MEMBERSHIP COMMITTEE, RESIDENTIAL

WALTER E. EVANS, *Chairman*
Principal, Missouri School for the Blind
St. Louis, Missouri

I am happy to report that our AAIB membership continues to increase each year. Just prior to our registration at this convention, our membership stood at 1,937. I understand that we have had 13 newly enrolled as AAIB members since this convention convened.

This new membership figure is 491 more than that reported at registration time at the 1960 convention in Nashville. It is interesting to note the increase in membership in AAIB during the last 10 years; 1952-53—792, 1953-54—828, 1954-55—1,012, 1955-56—1,183, 1956-57—1,164, 1957-58—1,247, 1958-59—1,286, 1959-60—1,459, 1960-61—1,725, 1961-62—1,950 (at our latest report).

Our membership at present is two and a half times that reported at the 1952 convention, when constitutional changes were made making provision for the vote of individual members. This is nearly 150% increase during this period. We have had a 34 percent increase in membership since registration time at our convention in Nashville in 1960.

The continuous growth of membership in AAIB must be evident each year if we are to represent the interest and best serve all the visually handicapped children of America.

This year a total of 55 residential schools sent in memebrships. We have had 20 residential schools that report 100% enrollment of their professional staff and 9 residential schools showing 100% enrollment in houseparent staff. These schools are as follows:

100% Professional Staff

Arizona
Arkansas
Colorado
Florida
Georgia
Hawaii
Iowa
Kansas
Maryland
Mississippi
Missouri
Nebraska
New Mexico
North Carolina
North Dakota
Ohio
Oklahoma
Western Pennsylvania
South Carolina
Texas

100% Houseparent Staff

Arkansas
Georgia
Iowa
Kansas
Kentucky
Maryland
Missouri
Oklahoma
Western Pennsylvania

The residential schools with the greatest number of AAIB members are as follows:

Perkins School for the Blind	103
Maryland School for the Blind	70
North Carolina Schools	69
Overbrook School for the Blind	66
Western Pennsylvania School for Blind Children	49
Iowa Braille and Sight Saving School	47
Connecticut Institute for the Blind	46
Georgia Academy for the Blind	45
N. Y. State School (Batavia)	44
Michigan School for the Blind	43
Illinois Braille and Sight Saving School	42
Missouri School for the Blind	41
Washington State School for the Blind	41
Virginia School for Deaf and Blind	37

Through the untiring efforts of Mrs. Jerrine Lucas and her nine regional chairmen, we can report this year that our AAIB membership in our public school programs stands at 426. This represents 139 new members, a fine record.

We are happy to report 12 Life Members in AAIB at the present time. The constitutional change of 1960 made provisions for life members. This number can and should be increased.

We must have an increase in the membership of teachers in the day programs as well as professional staff and houseparents in residential schools. This is possible with determination and effort on our part. Many parents and others interested in the education and the welfare of blind children should not be overlooked either. I believe this increase will come when individuals learn what AAIB is doing to promote better education of visually handicapped children.

Membership in AAIB is open to any person affiliated with or interested in an organization engaged in the education, guidance, vocational rehabilitation or occupational placement of blind or partially seeing children and youth. AAIB is the only professional organization whose interest is devoted solely to the education of blind children. Let your co-workers know about our organization—all it has to offer them and the visually handicapped children with whom they work. Urge your co-workers to become members if they are not already. Every AAIB member can and should be a membership worker.

I wish to take this opportunity first to thank Mrs. Jerrine Lucas, Chairman of the Public School Program and her regional chairmen, who have done an outstanding job with this large group of teachers scattered over America. I wish to also thank the appointed members of the Membership Committee and the many dedicated people in the schools and agencies who served as membership chairman within their group. Mr. William T. Heisler, Editor of the International Journal and Miss Marjorie Hooper, Managing Editor of the Journal, greatly assisted our membership work. Last, but not least, I want to thank Mr. Maurice Olsen, our enthusiastic Executive Secretary, for his great assistance and untiring efforts.

Without the cooperation and assistance of all these people, our membership drive could not have been a success. Many thanks for a job well done.

REPORT OF MEMBERSHIP COMMITTEE, NON-RESIDENTIAL

JERRINE M. LUCAS, *Chairman*
San Leandro, California

As Membership Chairman with the responsibility of contacting members not connected with residential schools, I offer you the following report:

Total memberships outside of residential schools—426. Of this total 282 are teachers in public schools.

The five states with the greatest number of memberships are:

Illinois 53 members
Michigan 46 members
California 40 members
New York 33 members
Pennsylvania 24 members

The success of our campaign this last year has been largely responsible to the nine regional chairmen who have devoted hours of time and effort obtaining names of potential members, contacting them and sending in membership reports to Mr. Olsen's office. Their names are as follows:

Mrs. Glenda Martin, Minneapolis, Minnesota
Miss Lorraine Murin, Westport, Connecticut
Mrs. Avona Vining, Forest Grove, Oregon
Mrs. Velma Pearce, Amarillo, Texas
Mrs. Emma Dorothy Rowe, Miami, Florida
Miss Louise Gerichs, Hammond, Indiana
Mrs. Eunice P. Campbell, Nashville, Tennessee
Miss Olive Chase, Brentwood, Missouri
Mr. Robert Morgan, Jim Thorpe, Pennsylvania

Our goal this year was to make every public school teacher of visually handicapped children in the United States aware of the AAIB and to give every one of them an opportunity to become a member. I feel that we have come very close to our goal. One hundred sixteen of the public-school-teacher members are members for the first time in 1962. That is, 41% of the teacher members are new members.

Our challenge now is to keep them as members in the coming years. Our total count of members outside residential schools increased only 16 from 1961 to 1962. If we added 116 new teacher members, what happened to the hundred that did not renew? Each of them was given at least two reminder notices and yet they did not choose to retain their memberships. The questions are: "Why?" and "How can we prevent this from happening in the future?"

I wish publicly to thank the regional chairmen; Dr. Evans for his interest and support; the many state departments of education who cooperated by sending us names of public school personnel to be contacted; and above all our Executive Secretary, Mr. Maurice Olsen, who was unstinting with his time, efforts and unflagging enthusiasm.

REPORT OF COMMITTEE ON TEACHER CERTIFICATION

LEO J. FLOOD, *Chairman*
Superintendent, Illinois Braille and Sight Saving School
Jacksonville, Illinois

On behalf of the Teacher Certification Committee of the American Association of Instructors of the Blind, Inc., I am happy to report to you the activities of the Committee since the Forty-fifth Biennial Convention at Donelson, Tennessee, June 26-30, 1960.

A preliminary report was made to the AAIB Board of Directors at the meeting of the Board of Trustees of the American Printing House for the Blind in Louisville, Kentucky, October 30-31, 1961.

By March 1961 the new certification requirements for Classes A, AA, and AAA had been agreed on and the applications were printed and distributed.

When the present certification requirements were adopted by the Board of Directors after much study, it was agreed that, after the Certification Committee had worked with the new requirements, clarification regarding certain points would be in order.

The Committee would like to call attention to the following points:

1. The course on the structure and functions of the eye cannot be included in the ten (10) semester hours needed to qualify for a Class AA Certificate.
2. A research project has to be over and above the number of semester hours required for a Class AAA Certificate.

Since Miss Christina Baugh of the Maryland School for the Blind undertook and completed the painstaking task of developing the braille proficiency test, the Certification Committee accepted the generous offer of Miss Baugh to check the tests.

The Committee has been happy to avail itself of the services of the Research Committee of the American Association of Instructors of the Blind in approving or disapproving research projects in the field of education of the blind required for a Class AAA Certificate. The Teacher Certification Committee feels that, since the revision of the certification requirements has been completed, a new chapter has begun in AAIB certification of teachers. Our Committee has been happy to be of service for the past eleven years. We requested the President-Elect and the Board of Directors of the American Association of Instructors of the Blind last fall at the Louisville meeting to consider naming a new Teacher Certification Committee, beginning this biennium.

We appreciate the splendid co-operation that we have received from the Board of Directors under whom we have served and the fine co-operation of all the superintendents and teachers and of our Executive Secretary.

The following are some statistics concerning the AAIB Certification service:

Total number of certificates from 1940 - 1960	**435**
Certificates from 1960 - 1962	**86**

Certificates issued on old form:

Class A Permanent Academic	**4 (including one duplicate)**
Class B Permanent Academic	**4**
Class C Permanent Academic	**2**
Class A Permanent Music	**1**

Certificates issued on new form:

Class A	**44**
Class AA	**28**
Class AAA	**3**

The following is the list of those certified in the Biennium 1960-62:

ATTEBERRY, Doris Ann **North Dakota School for the Blind**	**C Permanent Academic**
BARBATI, Esther Marion **Iowa Braille and Sight Saving School**	**AA**
BARNES, Hazel Loretta **Washington State School for the Blind**	**A**
BERG, Minnie M. **North Dakota School for the Blind**	**A Permanent Academic**
BESSERMAN, Frances **Illinois**	**AA**
BOONE, Thelma G. **Virginia State School for the Blind**	**A**
BROSE, Marion May **Washington State School for the Blind**	**A Permanent Academic**
BROWN, Mary Lou **Virginia State School for the Blind**	**A**
BUCHMANN, Marie **Missouri School for the Blind**	**A**
BURHOP, Helen **Missouri School for the Blind**	**AA**
CARKUFF, Alice F. **South Dakota School for the Blind**	**A**
CARPENTER, Elizabeth D. **Missouri School for the Blind**	**AA**
CARTER, Billie Mallard **Oklahoma School for the Blind**	**A**
CASKEY, Carma N. **Indiana School for the Blind**	**AA**
COLEMAN, Lucy W. **Arkansas School for the Blind**	**AA**
DEMING, Donna I. **1902 S. 10th St., Charleston, Illinois**	**A**
DUNBAR, Ann Mary **Iowa Braille and Sight Saving School**	**A**
ERVIN, Patricia Rose **Iowa Braille and Sight Saving School**	**A**
EVANS, Walter E. **Missouri School for the Blind**	**A**

FAULCONER, Nell Oklahoma School for the Blind	A
GAREY, Gay M. 5722 Bryant Avenue, So., Minneapolis, Minnesota	AA
GEISELHART, Lorene Iowa Braille and Sight Saving School	B Permanent Academic
GILLES, Gretchen Missouri School for the Blind	AA
GRUPP, James William Iowa Braille and Sight Saving School	A
HANNAH, Betty Rupard Arizona State School for the Deaf and Blind	AA
HARRISON, Letha Mae Oklahoma School for the Blind	A
HARTMAN, Fern Iowa Braille and Sight Saving School	A
HARVEY, Margaret Neumann Missouri School for the Blind	AA
HARVEY, Montague Missouri School for the Blind	A
HELTZELL, George D. Missouri School for the Blind	A
HENDERSON, Freda May Tennessee School for the Blind	AAA
HILDRETH, Gladys J. Louisiana State School for the Blind	A
HINSON, Delmas Ramsey Oklahoma School for the Blind	A
HITE, Mabel Iowa Braille and Sight Saving School	B Permanent Academic
HODGES, Harold Missouri School for the Blind	A
HOELTGEN, Alice 4333 Benton Blvd., Kansas City, Missouri	AA
HOLBROOK, Marie Dore Utah Schools for the Deaf and the Blind	AA
HOLMES, Oliver Wendell Arkansas School for the Blind	AA
HOWARD, Margaret G. North Dakota School for the Blind	B Permanent Academic
HUGHES, Hazel C. Georgia Academy for the Blind	A
JONES, Cornelia R. Virginia State School for the Blind	A
JONES, Vivian A. 918 Rear West Broad, Columbus, Ohio	AA
KIRBY, Margaret W. 934 Sanford, Richland, Washington	A
KONRAD, Dorothy Florida School for the Deaf and Blind	A
KURZHALS, Ina W. Utah Schools for the Deaf and the Blind	AAA
LAIRD, Rose Arizona State School for the Deaf and Blind	A

LANE, Paula M. 836 Central Avenue, Hollister, California		AA
LOGAN, Margaret Missouri School for the Blind		A
LUNENSCHLOSS, Mary Joan Arizona State School for the Deaf and Blind		A
McQUIE, Robert Andrew Missouri School for the Blind		A
MAYCHER, Brookie Fink Oklahoma School for the Blind		A
MILLER, Lorraine M. 912 N. 16th St., Nebraska City, Nebraska		A
MINOR, Harriet C. Indiana School for the Blind		A
MITCHELL, Ruth Hall Tennessee School for the Blind		AA
MOEHLIS, Judith Anne Iowa Braille and Sight Saving School		A
MOSKE, Francis Jacob Oklahoma School for the Blind		A
NELSON, Pauline Brown Idaho School for the Deaf and the Blind		A
NESBIT, Phyllis Ruth Iowa Braille and Sight Saving School		A Permanent Music
NEWSOM, Inez S. Arkansas School for the Blind		AA
O'HAVER, Eleanor L. 1010 E. Jackson, Pasadena, Texas		AA
OSGOOD, Barbara D. 804 S.E. 39th St., Portland, Oregon		AAA
OWENS, Bula Mae Easley Oklahoma School for the Blind		A
PETERSON, Merlin Johnson Utah Schools for the Deaf and the Blind		AA
PETRUCCI, Dorothy Iowa Braille and Sight Saving School		A
PIKE, Crawford B. Alabama Institute for Deaf and Blind		AA
PIKE, Mary D. Alabama Institute for Deaf and Blind		A
PORTER, Annie R. Maryland School for the Blind		C Permanent Academic
QUEENSEN, Alice Missouri School for the Blind		A
RAYMOND, Julia Clara Missouri School for the Blind		A
RECTOR, Frances E. Iowa Braille and Sight Saving School		B Permanent Academic
RICE, Lauretta Iowa Braille and Sight Saving School		A Permanent Academic
SCHNEIDER, Martha C. Kentucky School for the Blind	(DUPLICATE)	A Permanent Academic
SPENCE, Peggy Ann Arizona State School for the Deaf and Blind		A

SPIVEY, Sara A. Georgia Academy for the Blind	AA
STARKOVICH, Paul Peter Washington State School for the Blind	AA
STILES, Harriett L. Tennessee School for the Blind	AA
SULSKY, Delphine D. Hillsdale Community School, Hillsdale, Michigan	AA
SWANSON, Marjory Eileen John Hay School, Seattle, Washington	A
SYKES, Raymond Arkansas School for the Blind	A and AA
SYKES, Rosetta Arkansas School for the Blind	A and AA
TSCHOPP, Beatrice Norton Forest Park School, Orlando, Florida	AA
WALK, Ernest Edwin Iowa Braille and Sight Saving School	A
WALKER, Georgia Louise Indiana School for the Blind	AA
WHITEMAN, Judith Ann Indiana School for the Blind	A

REPORT OF THE AAIB PUBLICATIONS COMMITTEE

DR. BERTHOLD LOWENFELD, *Chairman*
Superintendent, California School for the Blind
Berkeley, California

The Publications Committee of the American Association of Instructors of the Blind was organized in October 1960 as a new committee when the following members agreed to serve on it:

Miss Georgie Lee Abel
Professor of Education
San Francisco State College

Miss Edith Cohoe
Supervisor, Classes for Blind and Partially Seeing
Detroit Public Schools

Dr. Berthold Lowenfeld, Chairman
Superintendent
California School for the Blind

Mr. D. W. Olson, Jr.
Superintendent
Kansas School for the Blind

Mr. Edward W. Tillinghast
Superintendent
Arizona State School for the Deaf and the Blind

Mr. John M. Wallace
President
Florida School for the Deaf and the Blind

Miss Lois V. Cox, President of the AAIB, and Mr. Maurice Olsen, Executive Secretary, AAIB, were always kept informed about the progress of the work of the Committee and they provided valuable suggestions and assistance.

It was decided that the Publications Committee would concentrate upon the collection of a Parent Information Packet and on the composition of a Teacher Recruitment Folder. Both projects have been essentially completed.

The Parent Information Packet is now available as the first effort of this kind by the AAIB and, indeed, on the American scene of education of blind children. The following items are included in an attractive cover:

General Information

Blindness—Some Facts and Figures—by The American Foundation for the Blind

Blindness—Ability, Not Disability—by Public Affairs Pamphlets
Is Your Child Blind?—by The American Foundation for the Blind
The Pre-school Child Who is Blind—by the Children's Bureau, U. S. Department of Health, Education & Welfare

Functions of Public Day Schools and Residential Schools
The Role of the Public Schools in the Education of Blind with Sighted Children—by Clarice E. Manshardt
If He is Blind—by Berthold Lowenfeld

Role of Parents
A Child—Though Blind—by Esther L. Middlewood
Emotional Growth—by Berthold Lowenfeld

Recreation
Recreation and Leisure Time activities of Blind Children—by Charles E. Buell

Professional and Vocational Future
Opportunities for Blind Persons and the Visually Impaired Through Vocational Rehabilitation—by Office of Vocational Rehabilitation, U. S. Department of Health, Education & Welfare

Annotated List of Reading and Resources for Parents

One thousand copies have been printed of this material and it is hoped that schools for the blind will distribute the Packet to parents of their children as well as to their staff, particularly the houseparents. There are many other purposes for which this folder should prove useful. It is suggested that appropriate newly published material be used to supplement the folder and that outdated material included be replaced as time goes on.

The text for the Teacher Recruitment Folder has been submitted to the Executive Secretary who reported on May 18th that this project will be turned over to the printer immediately and it may be available by Convention time. Only the minor point of trying to secure better photographs for the recruitment folder has held up completion of this project.

I want to express my appreciation to the members of the Publications Committee for their valuable assistance and to Mr. Olsen for his untiring efforts which brought these two projects to fruition within a comparatively short period of time. Also, I want to express my thanks to our President, Miss Cox, for her participation in the activities of the Publications Committee.

REPORT OF THE SCHOLARSHIP COMMITTEE

WALTER A. HACK, *Chairman*
Superintendent of the South Dakota School for the Blind
Aberdeen, South Dakota

In 1959 the American Association of Instructors of the Blind became aware of the shortage of teachers in the field of the education of blind children to the extent that the organization decided to do something about it.

A scholarship fund was established largely because of a $10,000.00 donation from the Avalon Foundation of New York City. The main purpose of these scholarships was to attract teachers who are in the public schools to enter into our specific field. Therefore these awards were to be open only to those teachers who had never before taught blind children.

The first $10,000 was expended by the end of 1961. In April of 1962 the Avalon Foundation contributed an additional $10,000 with the understanding that this was to be a terminal gift to the AAIB Scholarship fund.

To date $19,475.00 has been awarded to 30 recipients. However, $5,350.00 has been returned due to a change in plans or other reasons. Some interest has also accrued so that there is a balance of approximately $5,000.00 that could still be awarded to the some 50 current applicants.

The grants have ranged from $250.00 to $1,500.00 depending on the financial needs and the extent of the courses that are to be taken.

Since the Avalon Foundation has specifically indicated that additional gifts would not be forthcoming for scholarship purposes, it is necessary for the AAIB to search for future donors if it wishes to continue with the scholarship program.

The committee wishes to express its appreciation to the Executive Secretary, Maurice Olsen, for the assistance he has given during the past biennium.

PUBLIC RELATIONS COMMITTEE REPORT

FRANCIS M. ANDREWS, *Chairman*
Superintendent, Maryland School for the Blind
Baltimore, Maryland

Your Public Relations Committee held several meetings to determine what could be done in getting our organization more widely known in the field of special education. We decided first on a short brochure which would tell aims, ambitions and needs, and also to have it attractively illustrated. Day classes for the blind, integrated programs for the blind and residential schools were asked to send photographs which might be used. The response was good. Pictures were chosen and the brochure was born. We hope you have all seen one and that you like it.

We also worked on the idea of having a display kit, not one but many, with the hope that each state could have one which would travel from place to place and be shown at all types of meetings at which there might be interest in our work. The Virginia School for the Deaf and the Blind made one which has been sent to the Executive Secretary for his approval. All one has to do now is get the specific plans of this display unit and build their own.

The Committee wishes to thank all those who cooperated on this project. All pictures which were sent for approval and not used are now in the hands of the Executive Secretary as he is in dire need of photographs. Let's keep him supplied.

REPORT OF LEGISLATIVE COMMITTEE

DR. EDWARD J. WATERHOUSE, *Chairman*
Director, Perkins School for the Blind
Watertown, Massachusetts

The past two years have shown a marked increase in activity by the Legislative Committee. During 1961 the chief interest of our committee was the new Printing House Bill, which has already been described to you in the Biennial Report of the American Printing House and has resulted in increases in staff of the Printing House. The new members have already been introduced to you.

Last November 1 and 2, the AAIB through its Legislative Committee held a Conference on Distribution of Textbooks and Educational Aids for Blind Children at the Dodge House in Washington, D. C. This Conference was directed towards new legislation. A report on this Conference may be obtained by addressing the Chairman at Perkins School for the Blind.

This Conference was notable for two reasons. First of all, it brought together representatives of many agencies associated with the education of the blind, and it also saw a change in policy by the AAIB inasmuch as we endorsed omnibus-type legislation which had been drafted by the Council for Exceptional Children and which is now before Congress.

This legislation which currently bears the number HR 12070 has been introduced by Congressman Giaimo of the Subcommittee on Education of the Committee on Education and Labor. While this legislation is not as desirable as originally introduced by the Council for Exceptional Children, it has many desirable features including support for the training of teachers of the handicapped and for research demonstrations. In view of this I would like to move the following RESOLUTION:

RESOLVED that the AAIB at its Convention here in Miami support HR 12070, a bill dealing with special education and which was introduced into the House of Representatives by Congressman Robert W. Giaimo, and request the Executive Secretary to notify the appropriate members of Congress of this endorsement.

Two other minor pieces of legislation have been supported officially by the AAIB through its Legislative Committee. One of these calls for the establishment of a music library for the blind in the Library of Congress, and a second permits lower rank employees who are blind to be approved by the United States Civil Service, even though they may need the assistance of readers or guides who would not be paid by the government office involved. This probably will improve the chances of employment of blind persons in United States Government offices who are not entitled to the services of a private secretary.

REPORT OF THE RESOLUTIONS COMMITTEE

FRANK JOHNS, JR., *Chairman*
Superintendent of the Oak Hill School for the Blind
Hartford, Connecticut

The Committee offers the following resolutions for the consideration of the 46th biennial convention:

Resolved—That a letter of appreciation be sent to Congressman D. R. "Billy" Matthews from the 8th district of Florida for his witty and challenging address which added so much to the enjoyment of the guests at the President's Dinner during the biennial convention.

Resolved—That a letter of appreciation be sent to Dr. Leo F. Cain for his inspiring Keynote Address which so well set the tone for the sessions of the 46th biennial convention.

Resolved—That we duly record our grateful cognizance of the gifts donated to the President's Dinner by individuals, organizations and business firms, and that letters of thanks be sent.

Resolved—That a letter of appreciation be directed to the Executive officers of the Deauville Hotel for their gracious hospitality and deep concern for the comfort and well being of the AAIB members and guests during the 46th biennial convention held at Miami Beach, Florida, June 28th to July 2nd, 1962.

Resolved—That Article V of the Articles of Incorporation of this corporation be amended so that as amended and on the whole said Article V shall be as follows:

Members of this corporation shall, initially, consist of Class A members and Class B members. Class A members shall be those individuals, elected by the Directors, who are affiliated with or interested in any organization engaged in the education, guidance, vocational rehabilitation or occupational placement of the blind and partially seeing, and Class B members shall be such corporations, associations or other organizations, elected by the Directors, which are engaged or interested in the education, guidance, vocational rehabilitation or occupational placement of the blind and partially seeing. Initially, the annual dues for each Class A member shall be $4.00 and the annual dues for each Class B member shall be the amount prescribed as dues for such member at the time it is elected to membership. The Board of Directors shall have power from time to time to change the classes of members, to create additional classes of members, and to prescribe and change from time to time the dues payable by members of any such class; but any such action by the Directors may be later modified, changed or set aside by the members at any biennial meeting. At every meeting of the corporation, each individual member shall be entitled to one vote and the representative of each corporation, association or other organization, elected to membership, shall be entitled to one vote. Regular meetings of the membership shall be held in each even numbered year at such time and place as may be designated in a notice which the Board of Directors shall cause to be mailed to each member at least thirty days prior to such meeting. Special meetings of the membership may be called by the Board of Directors upon like notice being sent to the members. At each biennial meeting of the members, the members shall determine the number of persons to constitute the full Board of Directors for the ensuing two years and shall elect the persons to serve as officers and directors for such two year period.

Further Resolved—That the President and a majority of the Board of Directors of this corporation are hereby authorized and directed to take such steps as are necessary to effect the foregoing amendment to the Articles of Incorporation of this corporation.

Resolved—That this convention express its endorsement of Bill HR 12070, a bill dealing with special education, and that the Executive Secretary be instructed to wire this endorsement to the appropriate members of Congress.

REPORT OF THE NOMINATING COMMITTEE

JULIA L. HAYES, *Chairman*
Principal, Oak Hill School for the Blind
Hartford, Connecticut

The Nominating Committee wishes to submit the following slate of candidates for office to the American Association of Instructors of the Blind for the 1962-64 Biennium.

OFFICERS

President—Mr. J. M. Woolly, Superintendent, Arkansas School for the Blind

First Vice President—Mr. Lee A. Iverson, Superintendent, Iowa Braille and Sight Saving School

Second Vice President—Mr. Stewart Armstrong, Superintendent, Ontario School for the Blind

Secretary-Treasurer—Mr. Joseph J. Kerr, Assistant Principal, Overbrook School for the Blind

Immediate Past President, Ex-Officio, Miss Lois V. Cox, Principal, Maryland School for the Blind

BOARD OF DIRECTORS

Mr. Carl J. Davis, Head of Department of Psychology and Guidance, Perkins School for the Blind

Miss Evelyn E. Eisnaugle, Educational Specialist, Director of Special Education, State Department of Education, Columbus, Ohio

Mr. William English, Principal, Virginia School for the Blind

Mr. John W. Jones, Specialist, Education of Visually Handicapped Children, Office of Education, Department of Health, Education and Welfare, Washington, D. C.

Mr. Arthur Lown, Teacher, Atlanta, Georgia Public Schools

AMENDMENTS
To The Constitution and By-Laws of the AAIB

The following amendments were adopted by the convention:

Article III of the Constitution was amended to read as follows:

"Membership in this Association shall consist of any persons, schools or groups, affiliated with or interested in an organization engaged in the education, guidance, vocational rehabilitation or occupational placement of the blind and partially seeing."

Article VII of the Constitution, which had to do with the Adoption of the Constitution in 1952, was eliminated.

Section 1 of the By-laws was amended to read as follows:

> "1. Eligible voting members from at least fifteen states or provinces, totalling at least one-tenth of all eligible voting members of the Association, shall constitute a quorum during a regular meeting."

Section b of the Sixth By-Law was amended to read as follows:

> "6.b. Student memberships—Open only to students who are currently matriculated in a college or university. Annual dues shall be $3.00 per year through 1964, thereafter $5.00 per year."

A Section k was added to the Sixth By-Law concerning types of memberships.

Section k reads as follows:

> "6.k. Honorary life memberships—Membership fee shall be $100.00. Open for retired members only."

The Eleventh By-Law was amended by the addition of the word "Revised" to **"Robert's Rules of Order,"** so that the Eleventh By-Law reads as follows:

> "11. In all cases not herein provided, parliamentary procedure shall be in accordance with **Robert's Rules of Order Revised.**"

FINANCIAL REPORT AND 1962 BUDGET

MAURICE OLSEN, *Executive Secretary*

St. Louis, Missouri

An audit of Association finances was taken by Rabenau and Slais, Certified Public Accountants, as of December 31, 1960 and by Ralph W. Simon, Certified Public Accountant, as of December 31, 1961. The following is a summary of the 1960 audit:

ASSETS

Cash In Bank	$ 8,189.90
Investments	32,803.99
Prepaid Expenses	14.00
Total Assets	$41,007.89

FUND BALANCES AND LIABILITIES

General Fund	$18,485.39
Special Purpose Funds	7,003.82
Restricted Funds	15,501.70
Payroll Taxes Payable	36.98
Total Funds and Liabilities	$41,007.89

Receipts for the year 1960 were as follows:

Membership Dues	$16,682.00
Specific Grants	1,750.00
AFB Operating Grant	12,500.00
Other Income	2,198.29
For total Receipts of	$33,833.50

Disbursements for the year were as follows:

Expenses	$28,808.50

broken down as follows:

Salaries, Taxes and Employee Benefits	$14,538.64
Travel	4,397.54
Office Expense	4,841.24
Professional Activity of Journal, Convention, Projects, etc.	4,136.45
Organization, mainly Committee and Workshop expenses	894.63
Total Expenses	$28,808.50

Excess Disbursement over Receipts	$ 703.21
General Fund Balance, December 31, 1959	$27,422.96
Transfer to Special Purpose and Restricted Funds	8,254.36
giving a balance of	$19,168.60
less the above Excess Disbursements over Receipts	703.21
so the General Fund Balance as of December 31, 1960 was	$18,465.39

The December 31, 1961 audit included the following information starting with the General Fund Balance as of December 31, 1960, from the last audit, of $18,465.39. Receipts were as follows:

Membership Dues	$17,494.15
AFB Operating Grant	12,500.00
Other Income	1,365.96
Total Receipts	$31,360.11

Disbursements Included —

Expenses of $30,401.08, which were distributed as follows:

Salaries, taxes and employee benefits	$17,173.15
Travel	4,245.06
Office Expense	3,760.14
Professional Activities of Journal and Projects	4,563.62
Organization expense of Committees and Officers	659.11
Total Expenses	$30,401.08

This resulted in Excess Receipts over Expenses of $959.03, which, when added to the beginning General Fund of $18,465.39, resulted in a total of $19,424.42, from which $7,031.68 was allocated to other funds leaving a General Fund Balance of $12,392.74 as of December 31, 1961. Disbursements from other funds than the General Fund totaled $6,631.66, giving an overall excess of **Disbursements** over Receipts for all Funds of $5,672.63.

All Fund Balances at the beginning of the year totaled $40,970.91 less the $5,672.63 excess Disbursement over Receipts for a total of all Fund Balances at the end of the year of $35,298.28.

This represented	$12,392.74	in the General Fund
	$ 4,145.00	in Special Purpose Funds
and	$18,760.54	in Restricted Funds.

This $35,298.28 plus $72.30 payroll taxes due governmental agencies results in $35,370.58, which also represents Association assets as of December 31, 1961, of $35,370.58, $413.20 being in cash and $34,957.38 in investments.

The budget for 1962 is as follows:

ANTICIPATED RECEIPTS

Membership Dues	$17,375.00
AFB Operating Grant	12,500.00
Other Income	1,600.00
Total Anticipated Receipts	$31,475.00

ANTICIPATED EXPENSES

Salaries, Taxes and Employees Benefits	$18,425.00
Travel	4,500.00
Office Expenses	3,975.00
Professional Activities such as Journal, Convention, ICEBY, Braille Authority, Special Projects, etc.	$10,500.00
Organization Expenses of Workshops, Committees, Regional Meetings, etc.	3,700.00
Total Anticipated Expenses	$41,100.00

General Fund Balance, January 1, 1962, was —	$12,392.74
less the excess of Anticipated **Expenses** over Anticipated Income of—	9,625.00
giving a General Fund Balance expected at the end of the year, December 31, 1962, of	$ 2,767.74

REPORT OF AAIB POLICY COMMITTEE

ROSS L. HUCKINS, *Chairman*
Teacher, California School for the Blind
Berkeley, California

The President appointed a Policy Committee in October 1960, to revise and condense the previously adopted Policy Statement of the AAIB. The Committee did this, consulting with many educators. The final draft of the proposed Policy was mailed to all AAIB members three months prior to this convention for study and constructive criticism. The proposed policy Statement was voted on and passed, thus being adopted officially as our Policy Statement. The complete Statement of the newly adopted AAIB Policy Statement is as follows:

POLICY STATEMENT

PREFACE

The Constitution of the American Association of Instructors of the Blind states the object of the Association in Article II as follows:

> "The object of the Association shall be to improve material and methods of teaching the visually handicapped, and to expand the opportunities for the visually handicapped to take a contributory place in society."

In its efforts to keep abreast with this objective in an ever-changing society, the Association has formulated for its own guidance, and for the guidance of others who may seek its help, the following statement of policy.

PHILOSOPHY

The purpose of the American Association of Instructors of the Blind shall be to advance the education of all visually handicapped children and youth. The aims of this area of specialization shall encompass the basic aims of education of all children and youth as set forth by the Educational Policies Commission:

- The Objectives of Self-Realization
- The Objectives of Human Relations
- The Objectives of Economic Efficiency
- The Objectives of Civic Responsibility
- The Objectives of Desire for Independence

The dignity and worth of each individual shall be considered as educators strive to evaluate the needs of visually handicapped youth for whom they plan educationally. Consideration of the basic needs of all children is of utmost importance in planning the curriculum for the visually handicapped. A climate for learning shall be established in each school program enabling each student to develop a capacity for, and the habit of, independent thought. In this atmosphere the teacher may assume his role by recognizing, appreciating, motivating, and releasing the creativity of each student. As a fully certified and carefully selected teacher, he will be prepared to accept a child at that child's particular stage of growth and development. As the youth grows into his place in society, he will have learned through helpful guidance and experiences in the home, the school, and the community, to function as a citizen actively accepting his share of responsibilities.

THE FUNCTION OF THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

The American Association of Instructors of the Blind, founded in 1853, has attained an international interest and membership. It has assumed a continuing responsibility for the improvement of the education of visually handicapped children and youth. For these reasons there is a heavy obligation upon its membership to be vigorous and imaginative in the fulfillment of its objectives.

The Association must seek to create and improve the means by which its services can be known and provided to all who need them, and in so doing, it must respect the existence and purposes of other organizations which serve a variety of interests of those who are visually handicapped. The function of this national organization is to attain the objectives as stated in the Constitution and By-laws.

SCOPE OF ACTIVITY

It shall be the responsibility of the Association to strive for the following:

Cooperation

To cooperate with international, national, state, and local organizations whose work in any way seeks to improve the quality and expand the scope of educational opportunity for visually handicapped children and youth.

Communicative Media

To conduct conventions and regional meetings which will aid educators in guiding visually handicapped children and youth in the pursuit of knowledge and skills so that each may be a happy, useful citizen.

To utilize periodicals and other communicative media to present problems, to evaluate solutions, to disseminate professional information, and to stimulate effort toward high standards of achievement.

Interpretation

To promote programs for public understanding of visually handicapped individuals.

Professional Leadership

To stimulate constructive and courageous leadership in the interest of education of the young who are visually handicapped by such means as the establishment of educational standards and certification processes.

Unity

To build solidarity within the profession and to promote a feeling of fellowship and common aim among its members.

Research

To stimulate and participate in educational research.

THE ETHICS OF A NATIONAL ORGANIZATION

The American Association of Instructors of the Blind pledges itself to a policy of adherence to the highest ethical standards both in the operation of its own organization and in dealing with other associations, agencies, and groups.

NECROLOGY REPORT

EDWARD W. REAY, *Superintendent*
Idaho State School for the Deaf and the Blind
Gooding, Idaho

It is my sad duty to make this report. Please rise.

Life itself is a great Olympic, a race from beginning to end. To do this well demands patience and perseverance. Only in this way can the victor's wreath be won.

We trust that those whom we honor here, those who dedicated themselves so devotedly to the greatest work, education, shall not have run in vain. We trust that they may join the hosts of witnesses in that great beyond. Many of these have left us unprecedented examples that challenge the will to achieve. "Wherefore seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and run with patience the race that is set before us . . ."

These are they who have patiently run the race, ". . . and finished the course . . ."

California School for the Blind
- Dr. R. S. French, former Superintendent
- Dr. Newell Perry, former Director of Advanced Studies.

Georgia Academy for the Blind
- F. G. Nelms, Superintendent
- Barna C. Jones, Vocational Teacher

Diamond Head School, Hawaii
- Chetwynd H. McAlister, Superintendent

Idaho State School for the Deaf and the Blind
- Elmer D. Talbert, Woodworking Teacher

Illinois Braille and Sight Saving School
- Ella N. Bruce, Supervising Teacher
- Dr. George Drennan, Physician
- Victor E. Egger, former Business Manager
- John N. Vaughn, former Cottage Parent
- June Wankel, former Cottage Parent
- Phebe Martin, former Cottage Parent
- Roy N. Defrates, former Institution Worker
- John C. Parish, former Institution Worker
- Lawrence Ruh, Institution Worker
- Peter Carroll, former Laundry Foreman

Indiana School for the Blind
- Frank Williams, former Broom Making Teacher and Home-Supervisor

Iowa Braille and Sight Saving School
- Rev. Frank Andrews, former Librarian and Teacher
- Carl Fredericks, former Farm Manager
- Grace Kilberger, former Kindergarten Teacher
- Dr. L. W. Koontz, Physician
- Mary Lu Reeder, former Music Teacher
- Mrs. F. E. Palmer, wife of former Superintendent

Kansas School for the Blind
- Hubert Brighton, Secretary of the State Board of Regents

Louisiana State School for the Blind
- Addie U. Storey, former Housemother and Head Matron
- Mrs. T. C. Warren, former Housemother
- Mrs. Diedrich Ramke, Wife of Dr. Diedrich Ramke, High School Teacher

Maryland School for the Blind
- James C. Renfrow, Mathematics Teacher
- May Schaffer, Housemother

Minnesota Braille & Sight Saving School
- Miss Florence Bieter, Piano Teacher

New Mexico School for the Visually Handicapped
- Neal F. Quimby, Superintendent

Oklahoma School for the Blind
- Fannie Conarty, former Housemother

Perkins School for the Blind
- Lenore W. Fenton, Home Economics Teacher

Royer-Greaves School for the Blind
- Mae I. Toner, Teacher and Recreation Supervisor

Tennessee School for the Blind
- Sarah Dixon Garland, former Teacher
- Laura Troupe, former Housemother

Texas School for the Blind
- Travis A. Edwards, Vocational Teacher

Utah Schools for the Deaf and the Blind
- Dr. G. Oscar Russell, former Superintendent
- Arlene Hansen, Teacher

Washington State School for the Blind
- Harold B. Epperson, former Plant Manager, father of Virgil W. Epperson, present Superintendent of the Washington State School for the Deaf

Ontario School for the Blind, Canada
Dr. Norman W. Bragg, Oculist
Dr. F. J. Wentworth, Dentist

"Good-night! Good-night! as we so oft have said,
Beneath this roof at midnight, in the days
That are no more, and shall no more return.
Thou hast but taken up thy lamp and gone to bed;
I stay a little longer, as one stays
To cover up the embers that still burn."

Please remain standing for a moment of silence.

PURPOSE AND ORGANIZATION OF WORKSHOPS

JACK R. HARTONG, *Workshop Coordinator*
Special Education Coordinator, Illinois State Department of Mental Health
Springfield, Illinois

As way of preparation of this introduction to workshop sessions, I have reviewed the AAIB proceedings to acquaint myself with what the previous coordinators of the workshops have reported to past conventions. For you who have attended these previous meetings, this will be old hat and something you know about better than I.

Ten years ago, at the 41st convention of the AAIB held at the Kentucky School for the Blind, Louisville, Kentucky, a change was made in the type of convention which this association planned. In order to get greater participation from all attending these conventions and in order to get teachers, cottage parents and administrators of the various schools who have a common interest and common problems together for purposes of discussion, a workshop type of convention was arranged. Now in 1962, ten years later, we are embarking upon our 6th convention of this type. We have learned something from past experiences and realize that some problems exist in planning and conducting a workshop type of convention. The biggest headache one faces in planning this type of convention is the problem of securing good leadership from responsible people who will carry out the advanced planning for the some 25 workshops which the members of this group will be attending.

At this time, I want to give a word of praise to all the chairmen and co-chairmen who have made preparations and who have well organized agendas for their respective groups. Since assuming the role of coordinator in January, 1962, some 18 months late, I have been pleasantly surprised with the enthusiasm and advanced planning that most of the chairmen and co-chairmen have been doing. For you who will be participating in these workshops, you should have a very interesting, exciting and rewarding experience. Now for you who are not so fortunate, and there will be some because in some areas the elected officers of the groups have not been very active and for some reason beyond their control could not attend this convention and last minute substitutes had to be made, I say make sure this year that when electing officers for the coming biennium you select people who are interested and willing to assume the responsibility which is required to insure a good workshop for the next convention.

I want to say a word on behalf of the other elected officers of these workshops—the recorders. They are the unsung heroes of this type of convention. It is no small task to keep the minutes and records for these workshop sessions, and the preparation of the final report can be quite time consuming. I want to impress upon you the importance of this job. From you, we get the final report to be printed in the proceedings of this convention. This is an organization of professionals and experienced workers trained to provide services for visually handicapped children. Let us hope that your written reports will do credit to the membership of this organization.

In a workshop type of convention there are no spectators who sit on the sidelines and observe—everyone is a participant. Assembled here today is the largest group of experts to be found who work with visually handicapped children. Each of you in some way is an expert and have much to offer. We urge you to participate in these workshop sessions, but please don't be a floater going from group to group. Pick a group of your special interest and stay with that group throughout this convention.

The officers of the AAIB look upon this convention as the climax for each workshop for at least 2 years and a preplanning period for the coming 2 years. They hope that some planning by each group will take place for the interim period of two years before the next convention. Many of the present workshop chairmen have done an excellent job over these past 2 years — some have published newsletters which they have circulated to their membership and some have conducted regional meetings during this interim period. We hope that this aspect of our workshops will continue to develop and that each biennial convention will serve as a fitting climax to two full years of special educational activities for each group.

This year for the first time, an orientation meeting will be held with newly elected officers of the separate workshops. This means that sometime prior to this orientation meeting which will be held Sunday night at 9:00 p.m., each workshop group should have elected their leaders for the next two years. At this orientation meeting on Sunday, the newly elected officers will have the opportunity to meet with Mr. Olsen the Executive Secretary of the AAIB, and the other top officers of this association. At this time, some ground work will be prepared for the next 2 years and the workshop officers will become acquainted with the help and assistance that the Executive Secretary and the other officers of this Association can provide for them in carrying out their duties for the coming biennium.

In conclusion, let me say that we hope that at the close of this convention we can say that this was the best convention and the most profitable for all that the AAIB has ever sponsored. You are the people that can make this so. Let us hope that your experience here will make it possible for you to improve the services that each of you provide for children in whatever capacity you may be serving.

BUSINESS EDUCATION WORKSHOP

MISS NELLE JOHNSON, *Chairman*
MISS PEGGY MILLER, *Co-Chairman*
MRS. MARTHA GORDON, *Recorder*

A list of twenty topics prepared by the chairman was mailed to all business education teachers prior to the convention. From this list the subjects of greatest interest were selected and used as the basis of discussion at the session of the workshop. Upon exchanging ideas on these subjects our conclusions and recommendations are as follows:

1. Because it is obvious that typing becomes monotonous due to the necessary drilling and repetitive work, it is important to bring into the classes as much variety in drills and creative work as possible, such as typing to records, composing at the typewriter, preparing cards for different anniversaries and holidays, notebooks, mystery games (making pictures at the typewriter), typing of class assignments for other subjects, writing letters or cards for pupils in elementary grades, and preparing booklets on flags of nations, cities, ten most important people or events of the year, etc.
2. Emphasis should be placed on manuscript typing and outlining, especially for the high school students since many of them go to college and this is so necessary in college work.
3. The value of getting students accustomed to speed tests early was emphasized. Asking students to complete exercises within a time limit and giving one- and two-minute timings frequently, help to overcome nervousness during tests. It was agreed that speed test scores for students who type a test from braille copy should be multiplied 2½ times.

4. Transcription machine courses should be offered to the students whose typing rate averages 35 to 40 wpm and whose English and spelling are average or better. Odell's minimum efficiency test for Dictaphone was recommended. An effort should be made to bring our students to a level where they can produce 3 or 4 letters in 30 minutes or 150 lines per hour. Two correctable errors per letter is considered acceptable. Correction tape may be used occasionally, but it was not considered wise to use it continuously.
5. More time and effort should be placed on practical experiences and will better prepare our students for business positions. Having students type something that has meaning wherever possible, such as typing letters or cards which actually go through the mail, provides motivation. Helping with clerical jobs in the school office, operating switchboard and mimeograph, preparing research papers and the like give valuable experience to students in business education courses.
6. Make an urgent request of the American Printing House for the Blind for the brailling of the 7th and 8th edition of the 20th Century Typewriting Textbook, South-Western Publishing Company, as soon as possible.
7. Plan to enter our typing students in as many national contests as possible to provide motivation, stimulation, and morale building. Those contests sugggested were the Facit Accuracy Contest In Typing and the NOMA Spelling Contest.

Our workshop was honored by having one of its members selected as 1962 Facit Teacher of the Year from among more than 8,000 teachers. Mrs. Isabelle Stuart, Oak Hill School, Hartford, Connecticut, was awarded a beautiful plaque by Facit, Inc., New York City. The award was presented to her at the Seventh General Session of the Convention by Mr. Curtis Gimpel, District Manager of Facit, Inc., Tampa, Florida. Mrs. Stuart was so honored because one of her students placed first (65.4 wpm—no errors) and two others placed third and fourth (61/0 and 52/0 in the National Facit Accuracy Typing Regional Contest. This was one of 25 regional contests held in 25 cities throughout the country representing the top 500 of 325,662 secondary school students from public and private schools who entered the third national contest conducted by FACIT, Inc., national distributors of Swedish-made Facit typewriters, calculators and Odhner adding machines. Schools for the blind had eight students who qualified for regional contests—Connecticut 3, Maryland 1, Missouri 1, Oklahoma 2, and Tennessee 1. The student from Maryland placed fifth in his region and the one from Tennessee placed ninth. The same test has been used for three years, but our students did not learn about the contest and the fact that they were eligible until less than one month before the closing date. Business Education teachers are very proud of this achievement.

Officers Serving 1962 Convention

Chairman—Miss Nelle Johnson, 3815 Magnolia Avenue, St. Louis 10, Mo.

Co-Chairman—Miss Peggy Miller, Perkins School for the Blind, Watertown 72, Mass.

Recorder—Mrs. Martha Gordon, Tennessee School for the Blind, Donnelson, Tenn.

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Peggy Miller, Perkins School for the Blind, Watertown 72, Mass.

Co-Chairman—Miss Helmi Salo, Perkins School for the Blind, Watertown 72, Mass.

Recorder—Mrs. Martha Gordon, Tennessee School for the Blind, Donnelson, Tenn.

Registration

Miss Nelle Johnson, 3815 Magnolia Ave., St. Louis 10, Mo., Missouri School for the Blind

Miss Peggy Miller, 24 Sylvia St., Lynn, Mass., Perkins School for the Blind

Mrs. Martha Gordon, Donnelson, Tenn., Tennessee School for the Blind

Miss Jewell P. Lee, Talladega, Ala., Alabama School for White Blind

Mr. N. E. Murphy, Columbus 14, Ohio., Ohio School for the Blind

Miss Helmi Salo, Watertown 72, Mass., Perkins School for the Blind

Miss Martha C. Schneider, 1867 Frankfort Ave., Louisville 6, Ky., Kentucky School for the Blind

Mrs. Isabelle Stuart, 120 Holcomb St., Hartford, Conn., Oak Hill School

Mrs. Jeneva Tobin, St. Augustine, Fla., Florida School for the Deaf and Blind

GUIDANCE WORKSHOP

MRS. RACHEL F. RAWLS, *Chairman*
JOHN A. BELTON, *Co-Chairman*
MRS. MARY K. BAUMAN, *Recorder*

In its fourth biennium as a full-fledged workshop group, the AAIB Guidance Workshop enjoyed its best attendance yet. Attendance at the six sessions ran: 20, 13, 18, 15, 11, 11; there were 14 people who attended at least half of these workshop sessions, and 14 was the average attendance. Interest in the programs presented was high, and discussions were lively.

Dr. Carson Y. Nolan, Director of Educational Research, American Printing House for the Blind, talked with the first workshop participants on recent progress in the testing field. He and Carl Davis have been working with World Book Company on a new series of achievement tests. This unusually early consultation will make it possible to run the norms, based on sighted children, omitting items which cannot be put into braille. There will also be a new way to determine time limits and a study of the effects of oral administration of this type of test. Tests on the upper high school level, grades eleven and twelve, are being considered.

Research on reading readiness, a tactual discrimination of roughness, was described by Dr. Nolan. Based on 105 children, the researchers now have a correlation of .55 with speed and .56 with errors, on a reading test given nine months after the roughness test. A combination of the roughness test and mental age yields a correlation in the sixties. Dr. Nolan also briefly described a study of speed of recognition of braille characters; this study is still in progress. He indicated that he always gladly receives from people in the field all thoughts and ideas regarding research now in progress and other areas of need in the testing of the visually impaired.

During the first part of the second workshop session, Mr. Robert P. Langford, Field Director, Hadley School for the Blind, reported on his school's interest in developing a course on occupational information or the provision of such information for students and a framework on which teachers could base an occupational course. The members of the workshop strongly agreed that a need exists in this area and supported the suggestion that a national meeting be called to consider this problem. It was felt that, in addition to information on specific jobs, the techniques for job seeking and the matter of employee responsibility are most important.

For the mobility portion of the second workshop session, Mr. Herbert D. Angus, Assistant Principal, Florida School for the Deaf and Blind, served as consultant. It was the consensus of opinion within the group that, since the lives of blind individuals depend so basically upon mobility training, such training should be started earlier and should be taught only by well-qualified personnel.

"How Blind Persons Function in the Professions" was the topic for the third workshop session, as Dr. Mary K. Bauman, Psychologist, Researcher with the Personnel Research Center, told of her recent study of blind persons doing professional work. The research project was undertaken as an effort to solve some of the problems surrounding the difficulty of getting into the field of one's choice, unrealistic goals, knowledge of the job, and so on.

Among the qualifications found to be necessary to the blind person if he is to gain employment, are: good grooming, social competency, mobility, few blindisms, a satisfactory academic record at the high school level, a complete psychometric workup, a favorable record in extracurricular activities, and skills in communication. The blind professional worker needs help most during the early days of his adjustment to the job; he must also help himself on the job.

A complete report on the findings of this research project will soon be available, in three editions—inkprint, braille, and talking book. Interested persons may secure a copy by writing to the Office of Vocational Rehabilitation, Department of Health, Education, and Welfare, Washington, D. C., or to the Department of Public

Welfare, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania.

Mr. Arthur Voorhees, Program Specialist in Vocational and Rehabilitation Services, American Foundation for the Blind, led the fourth workshop session in a discussion of the use of occupational material with the blind. He reported that there is no field of employment without a blind person working in it. Rather than asking what jobs a blind person can do, one should be searching for realistic goals on an individual basis. Youngsters should be encouraged to explore for themselves their varying fields of interest, using available reading material and verbal observations.

In this area, and perhaps in many others too, guidance may be defined as telling a child where to look for help, how to explore, and how to use available material. Mr. Voorhees used this procedure with the workshop members as he presented some pamphlets that he utilizes in his work and suggested several books that should be incorporated into school libraries.

Mr. Carl J. Davis, Head, Department of Psychology and Guidance, Perkins School for the Blind, was the fifth workshop session speaker. He opened his remarks regarding psychotherapy for children in school with the word "don't". He went on to explain that psychotherapy, in the strict sense, should not be attempted in school. It should be done only where persons are trained in counseling and/or psychology and where there is contact with fully trained psychologists or psychiatrists.

Psychotherapy was defined in two ways: (1) where an attempt is made to reconstruct the personality of the individual; (2) where no attempt is made to reconstruct the personality of the individual. He recommended that reconstructive psychotherapy should not be attempted within the school system.

Where agencies are working with children from schools for the blind, an attempt should be made to get these agencies to visit the school and learn the setting. It should be remembered that the progress of the child is measured in different terms by the therapist and by the people in the school setting. Also, in treating the child, blindness is frequently not the most important aspect to be considered; this often has to be taught to agencies which do not work with blind children.

Group work can sometimes be of assistance, in situations where it is not possible to provide individual counseling. Ideally, it is best to make provision both for individual counseling and for group work. Mr. Davis told the workshop about the group guidance work that is being done at his school.

The sixth and final workshop session, conducted by the officers for the new biennium, proved to be a period of wide open discussion regarding present and future workshop plans and activities as well as the personnel make-up of the workshop itself. A printed Guidance Workshop program should go out to potential members well ahead of the 1964 convention time. It is hoped that a number of guidance people who work with a blind child or two in day school and other programs in the Boston area might be especially invited to one or more sessions of this workshop.

A developmental process approach to the next convention program was discussed —workshop sessions that would take the child from his pre-school years to his elementary school years to adolescence to adulthood. For sessions at the upper end, some of the following resource people might be used: college personnel to discuss problems of the blind college student, rehabilitation counselors to discuss educational and vocational failures among blind persons, employers of blind people to discuss the problems of the blind employee, placement counselors to discuss the problems of placing blind persons in jobs.

In the area of occupational information, it was felt that this workshop might assist Mr. Langford and the Hadley School by studying print materials and perhaps locating the most useful series now available. The need for a skeleton outline for an Occupations course was brought up— the workshop might survey the schools for Occupation course teachers and then survey these teachers.

Other possible areas for programming in the 1964 workshop schedule might be: some programs on guidance, in general, and some consideration of the matter of counseling with teachers, especially as concerns the young child or the new child in the school.

The Guidance Workshop officers for the 1962-64 biennium plan first to carry on with the work of locating the people who do guidance work with blind children, to become better acquainted with them—their ideas, their work, their needs, their desires. To spot the guidance workers who are thinking in terms of activity in this workshop during the 1964 convention and to build the convention program on their specifications and to build a convention program that will stir up others who should be thinking in terms of the 1964 workshop in Boston, are currently major projects of the workshop officers.

Your thoughts, ideas, recommendations, and offers of assistance will all be most joyously received; just send them to any one (or all) of the Guidance Workshop officers listed below.

Officers Serving 1962 Convention

Chairman—Mrs. Rachel Rawls, N. C. State School for the Blind and Deaf, Raleigh, North Carolina

Co-Chairman—Mr. John A. Belton, Johnstone Training & Research Center, Bordentown, New Jersey

Recorders—Dr. Mary Bauman, OVR, Philadelphia, Pennsylvania, and Mr. John Belton, Johnstone Training & Research Center, Bordentown, New Jersey

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mr. Lyle Thume, Southwest Rehabilitation Center for the Blind, 2811 Fair Park Blvd., Little Rock, Arkansas

Co-Chairman—Mr. Robert McQuie, Missouri School for the Blind

Recorder—Miss Mary J. Hessell, Perkins School for the Blind, Watertown 72, Massachusetts

Registration

Dr. Mary K. Bauman, 1604 Spruce St., Philadelphia, Pennsylvania, Personnel Research Center and Overbrook School for the Blind

John A. Belton, 61 Colonial Ave., Trenton, New Jersey, Johnstone Training and Research Center, Bordentown, New Jersey

Mrs. Frank (Jane M.) Brister, 6011 Carol Drive, Jackson 6, Mississippi, Mississippi School for the Blind

Jerry Chambers, Stephen City, Virginia, Maryland School for the Blind

Mrs. Aurelia Davis, 12th Floor, City Hall, Atlanta, Georgia, Atlanta Public School System

Carl J. Davis, 175 North Beacon St., Watertown 72, Massachusetts, Perkins School for the Blind

Mrs. Connie DeMarco, 5907 South Olive, West Palm Beach, Florida, Florida Council for the Blind

Ann Mary Dunbar, Route 1, Cedar Falls, Iowa, Iowa Braille and Sight Saving School

Stephen F. Elms, 435 Stellar Ave., Pelham, New York, Retired Businessman

Mrs. Stephen F. Elms, 435 Stellar Ave., Pelham, New York, New York Institute for the Education of the Blind

Mary J. Hessel, 175 North Beacon St., Watertown 72, Massachusetts, Perkins School for the Blind

Mrs. Mabel C. Hilton, 3675 Edgewood Ave., Fort Myers, Florida, Lee County, Florida

Beatrice M. "Skipper" Lambert, 4110 First Ave., North St. Petersburg, Florida, Pinellas County, Florida

Robert P. Langford, 700 Elm St., Winnetka, Illinois, Hadley School for the Blind

Bob McQuie, 4045 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Mrs. Rachel F. Rawls, Raleigh, North Carolina, State School for the Blind and Deaf

Robert J. Smith, 2600 West Markham, Little Rock, Arkansas, Arkansas School for the Blind and Arkansas Rehabilitation Services

Mrs. Lyle (Lee) Thume, 900 West Fourth, Little Rock, Arkansas, Arkansas Rehabilitation Services

Lyle Thume, 2811 Fair Park Blvd., Little Rock, Arkansas, Arkansas Enterprises for the Blind or Southwest Rehabilitation Center

Eve Weeks, Bascom Palmer Eye Institute, University of Miami

Visitors

George J. Emmanouels, 416 South Tampania, Tampa, Florida, Florida Council for the Blind

Mr. and Mrs. Fred T. Neumann, 1520 Forbes, Lansing, Michigan, Michigan School for the Blind

Carson Y. Nolan, 1839 Frankfort, Louisville 6, Kentucky, American Printing House for the Blind

Hernando Pradilla Cobos, 20275 2-2, Bogota D. E., Colombia, South America, Rehabilitation Center

Emma D. Rowe, 6244 N. W. 5th Ct., Miami, Florida, Miami Public Schools

Arthur Voorhees, 15 West 16th St., New York 11, New York, American Foundation for the Blind

HOMEMAKING—ARTS AND CRAFTS WORKSHOP

MARTHA CROCKETT, *Chairman for Arts and Crafts*
GLADYS HILDRETH, *Chairman for Homemaking*
DORSEY LEONARD, *Recorder*

RECOMMENDATIONS:

1. **Round Robin Letter:** In addition to the newsletter, quick notes of experiences, and any other pertinent information will be sent to Mr. Olsen to be mailed out to all teachers in our workshop.
2. **"Ceramics"**—In braille or on tape or disc. (Ask Printing House and/or Sunset magazine)
3. **1963 Workshop at University of Minnesota—Home Economics**—Mrs. Hildreth will make arrangements with Dr. Ford. Probably three weeks in the summer of 1963.
4. **Student Exhibition at 1964 convention**—(Stipulations and qualifications will be in the newsletter at the proper time. Committee: Mrs. Eula Shultz, Mrs. Gladys Langfeldt, Mrs. Arlene Huckins and there should be one from Perkins).
5. **Newsletter Continued**—Three issues a year.
   Dorsey Leonard — Arts and Crafts Editor
   Margaret Linton—Homemaking Editor (Will work together)
6. **Workshop for Arts and Crafts**—At San Francisco State College in 1965. (A possibility)
7. **Expanding Bibliography** — for both Homemaking and Arts and Crafts.
   (Brief review of selected Homemaking textbooks was distributed and discussed as guide to recommendations for braille and large print material.)
8. **Sources of Supplies** — Card-filed and made available to all.
9. **Speakers Bureau** — To include any speaker obtained for alternate year workshops.
10. **Sculpture Exhibit**—For next convention.
11. **Books**—Textbook or books to be written by the group or any member thereof.
12. **Opening Letter**—To be read by each member of the workshop setting forth her major progress since the last convention, her aims and goals for the next two years and her needs right then. (1964) A formal statement, thoughtfully composed, rather than random statements thrown out hit or miss.
13. **Committee**—(Each school)—To act on the use of volunteer help, how used and how refused.
14. **Small, Individual Meeting Rooms for Workshops,**—so groups will not disturb each other.
15. **Scheduling**—This recommendation to go thru Mr. Olsen to each superintendent. That Home Economics and Arts and Crafts classes be given equal consideration when schedules are made; that the children be sent to these classes according to mental status and ability and not any odd mixture of mental and physical states as they are at present. The resulting confusion is detrimental to teacher efficiency and to the pupils' progress. Proper allowance of time should also be given to teachers in both categories because of preparation of materials for each project.
16. **Desired Books:**
    "Family Nursing and Child Care"
    "Thresholds to Adult Living"
    "Mealtime"
    "Young Living"—1959—(6th, 7th and 8th grades)
    "Homemaking for Teenagers"

Discussion:

A. Mrs. Crockett will formulate and send in a basic philosophy for Arts and Crafts teachers.
B. Classroom Mobility — (These notes will be included in September newsletter)
C. Recommendations as outlined above.

The outstanding facts about our workshop were the preponderance of Home Economics teachers, the great necessity for continuing an exchange of ideas, and the necessity and value to the pupil of the correlation of arts and crafts with other subjects.

Mrs. Elsie Lott gave a talk on color to the Homemaking section. She mentioned how important it was to try to clarify color combinations for the partially sighted.

Mr. Low, Public Relations Director for the Miami Lighthouse, demonstrated a mechanism to help the blind to weave. It was recommended that this device (not patented) be shown the American Foundation. It seemed a valuable tool for weaving so that it would be worthwhile to produce it in quantity for the use of the blind. Dr. Burnside invented and copyrighted it some years ago. Mr. Low will be glad to work with the Foundation.

Mr. Marty LaVor demonstrated how he teaches clay modeling to the handicapped. He also introduced the group to **Drape** molds and to "Crea-stone" and he showed the members his method of teaching blind pupils to draw. He recommended three magazines, which will also appear in the newletter.

Mrs. Arlene Huckins showed her projects in sewing. Boys should be included in sewing groups. Classes should be double periods—(80 minutes). She recommended style shows; pictures of each girl in her outfit; simple projects to begin with; tearing out material for skirts instead of cutting: simplication at all times.

Since it is difficult to become acquainted with all members of a workshop during the busy convention it was suggested that at least some workshops should have a luncheon or high tea together to become better acquainted socially with each other.

Officers Serving 1962 Convention

Chairman for Arts and Craft — Martha Crockett, 1700 E. Evergreen Blvd., Vancouver, Washington

Chairman for Homemaking—Gladys Hildreth, Louisiana School for the Blind, Southern Branch P. O., Baton Rouge, Louisiana

Recorder—Dorsey Leonard, 3103 Woodhome Ave., Baltimore 34, Maryland

Newly Elected Officers to Serve For the 1964 Convention

Chairman for Homemaking—Eula Shults, Arkansas School for the Blind, 2600 West Markham, Little Rock, Arkansas

Chairman for Arts and Crafts—Ruth McVay, Detroit Schools, 14321 Freeland, Detroit, Michigan

Recorder—Arlene Huckins, 3051 Benvenue Ave., Berkeley 5, California

Editors:

Homemaking Newsletter — Margaret Linton, 1730 Glenwood Ave., Youngstown, Ohio

Arts and Crafts Newsletter—Dorsey Leonard, 3103 Woodhome Ave., Baltimore 34, Maryland

Registration

Mildred Bowman, (Sew), Virginia School for the Deaf and Blind, Stauton, Virginia

Martha Crockett, (A-C), 1700 E. Evergreen Blvd., Vancouver, Washington

Betty Elmore, (H-E), 115 Stewarts Ferry Road, Donelson, Tennessee

Fanny A. L. Hardison, (A-C), 104 Stewarts Ferry Road, Donelson, Tennessee

Gladys Hildreth, (H-E), Louisiana State School for the Blind, Baton Rouge, La.

Ruby E. Hillman, (Sew), 175 N. Beacon St., Watertown, Massachusetts

Ollie Hiner (Mrs.), (A-C), Virginia School for the Deaf and Blind, Staunton, Virginia

Arlene Huckins, (Sew), 3051 Benvenue Ave., Berkeley 5, California

Gladys Langfeldt, (H-E), 7712 Greenview Terrace, Baltimore 4, Maryland

Dorsey Leonard, (A-C), 3103 Woodhome Ave., Baltimore 34, Maryland

Margaret Linton, (Sew), 1730 Glenwood Ave., Youngstown, Ohio

Elsie Lott, (Sew), Maryland School for the Blind, Baltimore 36, Maryland

Jerrine Lucas, (A-C), 1971 San Rafael, San Leandro, California

Ruth McVay, (A-C), 14321 Freeland, Detroit, Michigan

Marcelle B. Reeve, (both), H3B, Cameron Court Apts., Raleigh, North Carolina

Margaret G. Sanchez, (both), 269 So. Mantanzas Blvd., St. Augustine, Florida

Eula Shults, (A-C), Arkansas School for the Blind, 2600 W. Markham, Little Rock, Arkansas

Hasel Stickney, (H-E), Iowa Braille & Sight Saving School, Vinton, Iowa

Marjorie Turner, (H-E), 1252 Eastover, Jackson 6, Mississippi

Beverly Wilson, (H-E), 120 Holcomb St., Hartford 12, Connecticut

Catherine Wolf, (H-E), 5501 Williamson, Dearborn, Michigan

HOUSEPARENTS WORKSHOP (GRADE SCHOOL)

MRS. UNA BARLOW, *Chairman*
MRS. ESTHER PIERCE, *Co-Chairman*
MISS ANNA JANE SMITH, *Recorder*

We had in attendance 33 houseparents from 15 states. During the course of the Workshop we were pleased to have as visitors, Houseparent Supervisors, State Social Workers and Parents.

Dr. Everett Wilcox was our first speaker Friday morning, June 29th, 1962.

Dr. Wilcox opened his discussion with emphasis on "Standards." He stated that he was greatly impressed to know that we houseparents are the first of any group of Houseparents to try to establish standards for certification. We need a knowledge of things for which we can work. Each one must see some meaning and value in his work.

I. Elements we need to do our work well.
  A. Knowledge of growth and development of children and adults.
  B. Better understanding of how to apply growth principles.
    1. Do not try to mold children into other images, let them develop into their own individual image.
    2. Give children credit for the little things they do. Try to look for good things in them.
    3. Do not form pre-conceived ideas of what children are going to be.

II. Precepts in dealing with children.
  A. Be honest with children (important for establishing values).
  B. Important to know where they come from and where they will go outside our school.
  C. Knowledge of working with people.
  D. Better understanding of how to use oneself.
    1. Co-operative working with teachers.
    2. Co-operative working with nurses.
    3. Knowing when and how to approach your superintendent.
  E. Better understanding of what our schools are trying to do. (Goals)
  F. Knowledge of the resources in our communities as well as those at school.

III. We can help children if we realize they need a new home base. We can help them by:
  A. Being objective.
  B. Helping them develop ways of self care.
  C. Indirect guidance by our example.
  D. Processing daily living.
  E. Listening to children.
  F. Programming (planning ahead).
  G. Logging time of how children spend their time.

Miss Eula Shults was our next speaker, she spoke on "How to Keep Children Well Groomed."

Miss Shults began her discussion with the word "image". She stated that image is the word applied when we think of blind children. She once thought of the blind child as one who stumbles, punches his eyes, has blindisms, etc., however, she was forced to change that concept. Educators have tried and are trying to change this image and make the child improve his image of himself.

Ways we can help the blind child improve appearance:

  A. Posture and mobility.
    1. The child who sits in a corner and listens to radio or television is not developing posture and mobility, he should learn to be active early.
    2. The child who walks with shoulders bent, arms limp, etc., looks mentally retarded. Houseparents can help this situation by taking the child at the stage of development where they find him and working with him through play, dancing (even the twist), or any method that will interest the child.
  B. Increasing blind child's self concept.
  C. Give special attention to blind child's eyes.
    1. Encourage child to wear sun glasses.

   2. Child should be told glasses will improve his appearance.
- D. See that the clothing of the blind child is comparable to the clothing worn by other children as far as possible.
   1. Use clothing donated by other people.
   2. Buy clothing with money given to school for use with needy children. When possible take the child with you when buying for him.

Both speakers on this, our first workshop, conducted lively discussions during which many ideas were expressed.

The Friday afternoon workshop on Orientation and Mobility was conducted by Mr. Charles Woodcock, who personalized this subject for Houseparents by the following excellent presentation:

- I. Mobility skills can be developed not only in travel but also by moving about from place to place on the campus and in the dormitories.
   - A. Walk alone and send the child on ahead.
   - B. Have child wear a plack or crown which says to him "I want to do everything for myself today."
   - C. Know how far and how hard to push a child.
   - D. Help the child with a poor sense of direction by:
      1. Communicating with him.
      2. Taking his foot and showing him if necessary.
      3. Taking his hand, then he takes your hand, then probably holds your skirt and finally follows the sound of your footsteps.
      4. Praise child when he makes progress.
      5. Separate children when necessary in order to accomplish your goals but do it tactfully without breaking up friendships.
- II. Orientation and Mobility are just as important as English and other subject matter. Children should not sit and listen to radios for long periods of time.
   - A. Select special programs with him for his entertainment.
   - B. Encourage him to do other things.
- III. It is almost impossible to break a child from poking his fingers in his eyes unless he has some incentive and really wants to. We may try by:
   - A. Constantly reminding him.
   - B. Touching his hand when he pokes his eye as a reminder not to.
- IV. The best way to handle parents is on an individual basis.
- V. Take time to analyze ourselves.
- VI. Teach children to wash their own faces, do not wash them yourself.

There was much discussion and many of the above points were brought out further by questions and answers.

Saturday morning, June 30th, the Grade School and High School Houseparents Workshops and the Parent Workshop met in joint session to hear Dr. George Heltzell talk with us on "Parent - Houseparent Relationships."

Dr. Heltzell advocates that parents should be partners in this business of education. Parents should take advantage of parent-teacher associations and other organizations. Parent organizations are helpful in securing juvenile courts, hot lunches, public recreation centers, good facilities and other beneficial conditions.

- I. The role of the Houseparent should be in part as follows: (This is not the whole story but some of the basic things)
   - A. People who make good mothers.
   - B. People who are interested in children.
   - C. People who enjoy living with children.
   - D. People who possess leadership and can manage problems in a group.
   - E. A houseparent individualizes children in a group.
   - F. A houseparent accepts the fact that he is going to be confronted with a multiplicity of behavior.
   - G. Be sensitive and know how to cope with problems.
   - H. Have a knowledge of spiritual values.
   - I. Have some educational background to give the child an incentive to learn.
   - J. Know the meaning of discipline, accept symptomatic behavior such as sex play, poor table manners, etc.
   - K. Remain calm.
   - L. Be flexible, resourceful, imaginative.
   - M. Be dependable.
   - N. Participate in community affairs.

O. Be decisive.
P. Participate in the child's interests.
Q. Have ability to listen.
R. Share child with others important to him.
S. Be Objective.
T. Understand and appreciate relation of children to their own parents.

II. If all blind children came to us perfect, our duties would be limited and hard to find. Any of us could be doctors if only well people came to us. It takes a master Houseparent to do the job needed with our children.

III. Parents and houseparents need to work cooperatively and achieve some understanding between themselves before the child's problem becomes acute.

IV. Houseparent complaints about parents:
A. Sends soiled clothing back to school.
B. Sends the child to school ill or with diseases.
C. Sends the child to school dirty.
D. Fails to mark child's clothing.
E. Fails to write to pupils.
F. Writes the child disturbing news in letters.
G. Sends torn clothing back to school.
H. Does not permit the child to come home at Thanksgiving and Easter.

V. Complaints of parents about houseparents:
A. Cross and unkind.
B. Sends child home dirty.
C. Not safety conscious.
D. Shows partiality.
E. Does not help child answer parents' letters.
F. School in general and houseparents do not notify parents when child is ill.
G. Houseparents and nurses do not administer first aid to child.
H. Houseparents meet parents with complaints about child, talk about child to his mother in the presence of the child.
I. Some are working for a salary only.

VI. What Houseparents should want for their children:
A. To be independent (to have a saleable skill).
B. Be able to adjust to new conditions and changes.
C. To develop a great desire for knowledge and continuous education.
D. To have rich experiences.
E. To develop a set of standards by which to live.
F. To have valuable ideas (intangible).

Imitate as nearly as possible the good conditions that exist in homes. Dr. Heltzell also explained the Certification of Houseparents by AAIB.

Mr. Randle Harlee substituted for Mrs. Rawles who was unable to be with us in our fourth workshop session. He led the group in a general discussion on the subject, "Attitudes Toward Blindness." Some general points derived from this meeting are as follows:

1. We should strive to accept children and adults with handicaps.
2. Children feel it when they are accepted or rejected, therefore we should treat all of them alike.
3. Do not accept children of certain parents and reject those of others.
4. Work with parents as much as possible and try to educate them to accept handicaps in the right manner.
5. Advertise capabilities not blindness.
6. Treat the blind the same as you do sighted persons.
7. The child can gain the confidence he needs to push forward if he has faith in you.
8. Keep things in perspective, be perfectly honest with the child.
9. Make a special effort to give the obnoxious child a fair deal. He wants love and affection also.
10. Give children an opportunity to do chores and feel a part of the group, praise them for the things they do.
11. Do not permit children to sit and listen to radios for long periods of time, find some other interest for them that they like.
12. Find something good about our colleagues that will help us accept them better.

We are very grateful to Mr. Harlee for stepping in on such short notice.

Mr. Charles Kirkpatrick spoke to us on "The Role of the Houseparent" at our Fifth workshop meeting, Sunday morning, July 1st. He has worked directly with houseparents and is very much interested in their program. He is very much opposed to the name "Houseparents" being changed to "Supervisor", "Counselor" or some other name. Mr. Kirkpatrick feels that if we change the name to supervisor, we will want to do just that. The new name also does not carry with it the closeness that we get from the name houseparent. Don't ever refer to yourselves as "just houseparents," you are as important as others working toward the particular child's well being.

I. Role of the Houseparent.
  A. Try to meet the needs of the child that have not been met as the child grows up.
    1. Emotional needs.
    2. Educational needs.
    3. Physical needs.
  B. Help child get a good opinion of you in your relationship with him.
  C. Be able to look at a total group and see what needs are met and what are not.
  D. Be a substitute parent for each *child as long as he is with you.*
  E. Have your role clear and clean as to what you are doing.
  F. Make it clear to children that you will help them all you can while they are with you.
  G. Eat with the children, this controls them and is also a method of exhibiting love.
  H. Be friendly but firm.
  I. Handle your own problems if they are not too serious.
  J. Academic records should be made available to Houseparents.
  K. Houseparents should communicate freely with others on the staff.
  L. Houseparents should be mature people working toward professional standards.
  M. Houseparents should not use confidential material in a degrading manner.
  N. Houseparents should receive report cards as well as parents.
  O. Houseparents should keep records of their children.
  P. Houseparents should attend some staff meetings.
  Q. Houseparents should keep administrators informed of the children's needs.

In response to questions on sex education, Mr. Kirkpatrick advised that we be sensitive to the need of answering questions correctly and giving children what they need on the basis of their age. Give them basic facts of what they want to know. Sex play is normal with small children. When masturbation becomes a special problem, we should seek help from the psychologist. It is important for pamphlets to be explained to children by an adult. Use correct terminology and make explanations as simple as possible. If the child is still confused, tell him, "We will get a book and read it together." We should not think of this in the terms of sex education but as a child seeking information.

Officers Serving 1962 Convention

Chairman—Mrs. Una Barlow, 5220 North High St., Columbus 14, Ohio

Co-Chairman—Mrs. Esther Pierce, Iowa Braille and Sight Saving School, Vinton, Iowa

Recorder—Miss Anna Jane Smith, North Carolina School for the Blind and Deaf, Raleigh, North Carolina

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Candus (Candy) Smith, 7725 North College, Indiana School for the Blind, Indianapolis, Indiana

Co-Chairman—Mrs. Una Barlow, 5220 North High St., Columbus 14, Ohio

Recorder—Miss Anna Jane Smith, North Carolina School for the Blind and Deaf, Raleigh, North Carolina

Registration

Mrs. Minnie P. Strickland, North Carolina State School for the Blind, Raleigh, North Carolina

Mrs. Nell Montgomery, 201 Bellefield Ave., Pittsburgh 13, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. Margaret Frohoff, 201 Bellefield Ave., Pittsburgh 13, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. M. Sondericker, New York State School for the Blind, Batavia, New York, New York State School for the Blind

Elizabeth F. Eycke, New York State School for the Blind, Batavia, New York, New York State School for the Blind

Anna Jane Smith, North Carolina State School for the Blind and Deaf, Raleigh, North Carolina

Mrs. Johnie Broach, Wooster, Arkansas, Arkansas School for the Blind

Mrs. Ted Wilson, 2600 W. Markham, Little Rock, Arkansas, Arkansas School for the Blind

Mrs. Una Barlaw, 5220 North High St., Columbus 14, Ohio, Ohio State School for the Blind

Miss Candus M. Smith, 7725 North College, Indianapolis, Indiana, Indiana School for the Blind

Mr. Terry Parker, 7725 North College, Indianapolis, Indiana, Indiana School for the Blind

Edward Plowe, New York State School for the Blind, Batavia, New York, New York State School for the Blind

Mrs. Esther Pierce, Iowa Braille and Sight Saving School, Vinton, Iowa, Iowa Braille and Sight Saving School

Mr. and Mrs. L. C. Montgomery, 153 Elm St., Waynesburg, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. Frieda Jablonski, 1417 59th St., North St. Petersburg, Florida

Mrs. Elsie Bolton, 915 West 16th St., Vinton, Iowa, Iowa Braille and Sight Saving School

Mrs. Ethel M. Hasfurder, 7725 North College Ave., Indianapolis, Indiana, Indiana School for the Blind

Miss Nina Johnson, Route 3, Raleigh, North Carolina, North Carolina School for the Blind

Mrs. Bess Moore, School For Visually Handicapped, Nebraska City, Nebraska, Nebraska School for Visually Handicapped

Mrs. Lillie M. Clark, 1867 Frankfort Ave., Louisville, Kentucky, Kentucky School for the Blind

Violet A. Greenwood, 1100 State Ave., Kansas City 2, Kansas, Kansas State School for the Blind

Everett Wilcox, Illinois Braille and Sight Saving School, Jacksonville, Illinois, Illinois Braille and Sight Saving School

Marion Myers, 345 Main St., Elba, New York, New York State School for the Blind

Anne R. Morton, 610 Ellecott St., Batavia, New York, New York State School for the Blind

Mr. Richard McDowell, 1867 Frankfort Ave., Louisville, Kentucky, Kentucky School for the Blind

Mrs. LaVida Young, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Miss Iva L. Knierin, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Mrs. Maude Obrist, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Natalie S. Manning, Staunton, Virginia, Virginia School for the Blind

Lucille Harmon, 228 West 8th St., Vinton, Iowa, Iowa Braille and Sight Saving School

Esther Reid, 903½ C Ave., Vinton, Iowa, Iowa Braille and Sight Saving School

Dorothy Lockman, Otae, Nebraska, Nebraska School for the Blind

Violet Brown, Deaf and Blind School, St. Augustine, Florida, Florida School for Deaf and Blind

HOUSEPARENTS WORKSHOP (JUNIOR AND SENIOR HIGH SCHOOL)

MRS. ADA CHURCH, *Chairman*
MISS MARIAN E. McCLINTOCK, *Co-Chairman*
MR. W. R. "SKEET" POWERS, *Recorder*

This workshop group, consisting of twenty-three houseparents and including Mr. E. W. Christiansen, Director of the New Zealand Foundation for the Blind, met in six sessions at the 1962 AAIB convention and many topics were discussed with great enthusiasm.

Our first speaker, Miss Eula Shults of the Arkansas School for the Blind, discussed with the group the image each person creates of himself to others and also to himself. Houseparents must help their children improve this image where necessary. It was agreed that table manners are very important, but they are a problem for which there is no easy solution. All we can do is instruct and remind. Conversation should be encouraged at the table, but it should not be boisterous. An image of confidence can be reflected by good posture. This can be encouraged through activities which the children enjoy and which "limber them up," including such things as rock and roll or the twist. Grooming and general appearance were discussed, including use of dark glasses for cosmetic purposes and the need for keeping the eyes free from discharge. It was agreed that the assistance of the ophthalmologist should be sought in difficult cases. Since a well-dressed child takes pride in himself and in the work he is doing it is important that children be taught color combinations and the proper care of clothing.

Mr. Charles Woodcock, Superintendent of the Oregon School for the Blind, talked to the group about their role as houseparents in the orientation and mobility program of the school. He demonstrated several ways in which one can encourage a child to make the effort to become less dependent and more mobile.

The Houseparents were pleased to learn that the Board of Directors of the AAIB had approved the Houseparent Certification recommendations made by a special committee. Dr. George Heltzell, Superintendent of the Missouri School for the Blind, who was chairman of that committee, gave a detailed report to a joint meeting of the two Houseparent and the Parent workshops. Dr. Heltzell also talked to the joint group about houseparent-parent relationships and the ways in which each can serve the other. Details of this session are included in the Houseparent Workshop (Grade School) report.

Mr. Charles Kirkpatrick of Boys' Village, Smithville, Ohio, led a discussion of problems pertaining to dormitory living in a residential school and the importance of the houseparent's ability to recognize problems and to cope with them. He indicated that many problem children receive little or no love at home and are greatly in need of affection. Many of these children receive letters from home which are filled with disconcerting news, and in such cases some measures are necessary through correspondence or visitation to avoid a repetition.

Mr. Robert Whitstock of Seeing Eye, Inc., spoke on the theme of the convention, Travel, Orientation and Mobility. He stressed the necessity of our students learning to do as much as possible for themselves. In orienting, it is important to start with simple assignments and gradually increase the responsibility. It was urged that we not expect too much of the child in these assignments at the outset and that a basic point of reference always be used. Blindisms were discussed and it was determined that these must be handled on an individual basis. Students with blindisms must be reminded but not nagged, and giving them something to keep their hands busy often eliminates such habits as eye poking, nail biting, etc. Mr. Whitstock also stressed the importance of table manners, good grooming and the image created by the blind boy or girl.

In joint session the two Houseparent Workshops adopted the following recommendations:

1. That four regional workshops be planned—in the west, midwest, east and south—during the summer of 1963.
2. That a budget of a total of at least $1,000.00 be allowed for these four regional workshops.
3. That since certification standards have now been approved, the more professional name of Group Counselors be adopted for the group.

Officers Serving 1962 Convention

Chairman—Mrs. Ada Church, Missouri School for the Blind

Co-Chairman—Miss Marian E. McClintock, Maryland School for the Blind

Recorder—Mr. W. R. "Skeet" Powers, Iowa Braille and Sight Saving School

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mr. Philip Schwarzel, Western Pennsylvania School for the Blind

Co-Chairman — Mrs. Mildred Schwarzel, Western Pennsylvania School for the Blind

Recorder—Mr. Leslie P. Hawes, Halifax School for the Blind, Canada

Registration

Mrs. C. R. K. Allen, Halifax School for the Blind, Halifax, Nova Scotia, Canada

Mr. E. W. Christiansen, New Zealand Foundation for the Blind, Auckland, New Zealand

Mrs. Ada Church, Missouri School for the Blind, St. Louis, Missouri

Mrs. Eliza Cooper, Tennessee School for the Blind, Donelson, Tennessee

Mrs. Eva Ferguson, Tennessee School for the Blind, Donelson, Tennessee

Mr. Leslie P. Hawes, Halifax School for the Blind, Halifax, Nova Scotia, Canada

Mrs. Lesta Jackson, Indiana School for the Blind, Indianapolis, Indiana

Mrs. Emma C. King, Overbrook School for the Blind, Philadelphia, Pennsylvania

Mr. Charles S. Kirkpatrick, Boys' Village, Smithville, Ohio

Mrs. Florence Kleehammer, New York State School for the Blind, Batavia, New York

Mrs. Aino Lind, Oak Hill School, Hartford, Connecticut

Miss Marian E. McClintock, Maryland School for the Blind, Baltimore 36, Maryland

Mr. Tom Morrissey, Iowa Braille and Sight Saving School, Vinton, Iowa

Mrs. Margaret Newheiser, Maryland School for the Blind, Baltimore 36, Maryland

Mrs. Edna Noppenberger, Maryland School for the Blind, Baltimore 36, Maryland

Mrs. Helen Peterson, Iowa Braille and Sight Saving School, Vinton, Iowa

Mr. W. R. "Skeet" Powers, Iowa Braille and Sight Saving School, Vinton, Iowa

Mrs. V. Evelyn Powers, Iowa Braille and Sight Saving School, Vinton, Iowa

Mrs. Mildred Qualls, Missouri School for the Blind, St. Louis, Missouri

Mrs. Mildred Schwarzel, Western Pennsylvania School for Blind Children, Pittsburgh, Pennsylvania

Mr. Philip Schwarzel, Western Pennsylvania School for Blind Children, Pittsburgh, Pennsylvania

Ann G. Springer, Western Pennsylvania School for Blind Children, Pittsburgh, Pennsylvania

Mrs. Ava Winstead, State School for the Blind, Raleigh, North Carolina

Mrs. Mildred Young, Indiana School for the Blind, Indianapolis, Indiana

INDUSTRIAL ARTS WORKSHOP

GEORGE W. ANDERSON, *Chairman*
H. H. BATES, *Co-Chairman*
O. W. HOLMES, *Recorder*

The Industrial Arts Workshop began with a get-acquainted meeting with each participant explaining his program in the local school.

Mr. Daniel Householder, Division of Industrial Education, University of Illinois, Urbana, Illinois, spoke to the group about the Research Project, R. D.—740, commonly known as the "Illini Blind Project," as outlined below.

Need: There is general agreement today that the emphasis in an effective program for visually handicapped persons should be on the development of personal potentialities that integrate the individual into society. In an advanced industrial culture such as ours, many blind persons can contribute to the welfare of society through their work in industrial areas if they have adequate training. Many others can gain personal satisfaction from avocational activities involving the manipulation of tools and materials in hobbies or home maintenance tasks. There is a decided lack of current written instructional materials describing good practices based on sound theory.

Purpose: The project is designed to collect, evaluate, develop, organize, and disseminate information about techniques for teaching and sound operational methods for use by instructors of totally blind persons in the areas of woodwork, metalwork, electricity, and home mechanics. Another objective of the project is the development and refinement of needed equipment adaptations not presently available or under study by other projects.

A Program Report of the Project as of June 15, 1962 was presented. The report showed the progress of the staff in:

I. Off-campus traveling for consultation and observation
II. Research
III. Publicity
IV. Miscellaneous Information

A sheet of **Inventory of Tools Purchased for Evaluation** was distributed for discussion. A list of Brailled Shop Texts in the Bibliography was reviewed.

"Tip Sheets" are to be mailed to contributors and potential contributors to the

Project. The Project is to run for at least two more years. For further information contact:

Dr. Robert A. Tinkham
Illini Blind Project
106 South Goodwin Avenue
University of Illinois
Urbana, Illinois

One of the areas of Industrial Arts in which much work is needed, is that of texts. Miss Hooper, Mrs. Dougherty, and Mr. Bledsoe of the American Printing House, spoke to the group and stated that the Printing House would be glad to print texts for which there is an adequate demand. It appears that one of the tasks to be accomplished by the Industrial Arts group is that of compiling desirable material to be printed. Miss Hooper informed the group that the demand for the Woodworking Texts that have been brailled has not been great. She also told the Workshop that a large print copy of the Woodworking Text would be available in the fall. Due to the fact that 120 to 164 braille textbooks are run at a given time, the cost of one braille text is based accordingly. (Miss Hooper stated that any teacher may request that his name be placed on the mailing list for American Printing House catalogs).

Travel, orientation and mobility was the theme for one of the Workshop sessions. Mr. Angus of the Florida School was the resource person for this discussion. It was felt by the group that much could be done by the shop teacher in encouraging students to practice safety in the shop area. Orientation and proper approach to machines would be part of this training.

Mr. Arthur L. Voorhees of the American Foundation for the Blind, and Mr. Virgil E. Zickel from the American Printing House for the Blind spoke at one of the sessions on Industrial Arts for the Blind and Tangible Apparatus. Mr. Voorhees showed the group many of the tools and instruments that pertain to shop work as listed in their catalog entitled "Aid Appliances." A copy of this booklet may be secured by writing to the American Foundation for the Blind, 15 West 16th Street, New York 11, New York. Mr. Voorhees discussed the Industrial Arts Workshops held at Oswego, New York, the past two summers and announced the continuation in the summer of 1963. Brochures on this program may be obtained by writing Dr. James Hastings, Industrial Arts Department, State University of New York, Oswego, New York.

Mr. Zickel stated the Printing House would be happy to work on tangible apparatus if presented with ideas. He agreed to consider charts on decimal equivalents, wood screws, threading and tapping.

Mr. Martin L. LaVor of Mount Carmel Guild, Archdiocese of Newark, New Jersey, and representative of the National Ceramic Association, spoke to a joint session of Industrial Arts and Arts and Crafts Instructors at the 4th Workshop Session. He discussed Ceramic Forms, Coloring Techniques, Molds, and Kilns. One of the outstanding features of his discussion was the announcement that a textured glaze has been developed that would aid the blind in the ceramics field. This textured glaze would "fire out" at a low temperature. He also distributed **Ceramics Monthly**, **Popular Ceramics** and **Arts and Crafts** to the group. He demonstrated some of the uses of Creastone, a compound which may be used for molding and carving.

RECOMMENDATIONS:

That we cooperate with the Illini Blind Project in the interchange of: ideas and information, development of instructional materials in Industrial Arts, evaluation and testing of this material, publication and distribution of this material, and establishment of reasonable standards for Industrial Arts.

That a number of regional meetings be held during the biennium for the purpose of developing and evaluating Industrial Arts instruction materials in the areas of: Woodworking, Electricity, Metals and Home Mechanics.

That a central Committee be established to coordinate and evaluate the work of the Regional Committees. This Committee to work closely with the Illini Project and should be composed of the three officers in addition to others to be appointed by the workshop chairman.

Officers Serving 1962 Convention

Chairman—George W. Anderson, Michigan School for the Blind, Lansing, Michigan
Co-Chairman — H. H. Bates, Tennessee School for the Blind, Nashville, Tennessee
Recorder—O. W. Holmes, Arkansas School for the Blind, Little Rock, Arkansas

Newly Elected Officers to Serve For the 1964 Convention

Chairman — Roger G. Anderson, Illinois Braille and Sight Saving School, Jacksonville, Illinois

Co-Chairman—Norman Reimer, New York Institute for the Education of the Blind, New York, New York

Recorder — Donald E. Harris, Colorado School for the Blind, Colorado Springs, Colorado

Registration

George W. Anderson, Michigan School for the Blind, Lansing, Michigan

Roger G. Anderson, 1316 Goltra, Jacksonville, Illinois

H. H. Bates, Tennessee School for the Blind, Donelson, Tennessee

Myron W. Carrothers, George Peabody College for Teachers, Nashville, Tennessee

Donald E. Harris, Colorado School for the Blind, Colorado Springs, Colorado

O. W. Holmes, 2600 W. Markham, Little Rock, Arkansas

Daniel L. Householder, 106 S. Goodwin, Urbana, Illinois

Larry D. Lawson, 45th and Lamar, Austin, Texas

Carl H. Newell, 1252 Eastover Drive, Jackson, Mississippi

John C. Orsak, Texas School for the Blind, Austin, Texas

H. Wallace Reid, 115 Kenwell Circle, Spartanburg, South Carolina

Norman Reimer, 999 Pelham Parkway, New York 69, New York

Arthur Voorhees, American Foundation for the Blind, 15 West 16th Street, New York 11, New York

INTERMEDIATE WORKSHOP

MRS. JOSEPHINE BUELL, *Chairman*
MISS CHRISTINA BAUGH, *Recorder*

Our major order of business was the discussion by the entire group of general classroom problems. Our topics were developed from material gained through questionnaires sent out previous to the convention and from problems arising out of the group discussions at our meetings.

Mobility and Orientation:

One full workshop session was devoted to the topic of orientation of blind children. We felt that in the intermediate grades we have a definite part in this mobility training.

Mr. L. P. Howser spoke with us on our responsibility as teachers to guide our children to teach others. He encouraged us to be uncompromising in our efforts to develop good attitudes among ourselves, our students, the families of our students, and the general public.

Further discussion was then held. Our group feels that the child should be taught the proper techniques of orientation and be guided to accept the responsibility for good independent travel and travel with a guide. Orientation programs should begin early. This will aid in developing good attitudes for later learnings. A good mobility program must be continuous and fostered by all staff members at the school. Our workshop members strongly encourage teachers to work with the partially seeing child; this child needs guidance and orientation also.

Spelling:

Spelling is one subject area that needs constant work. In order to implement the spelling text, we suggest that games, phonics lessons, work with diagnostic and dictionary symbols, work with the various phases of the spelling lessons as given in the texts, spelling Bees, tests, and individual adaptations be used.

Social Studies:

We discussed the problems of providing good motivation in the social studies area. Classes in social studies can be made more meaningful to the pupils through art projects, music, and supplementary readings. It was felt that map study is an important part of the social studies program on the intermediate level. The Atlas being prepared by the American Printing House for the Blind to accompany the Tiegs-Adams Social Studies Series, Revised Edition, will prove extremely helpful in this area. Teachers should avail themselves of resource materials. Maps are published by the American Printing House for the Blind and the Howe Press at the Perkins School for the Blind.

Arithmetic:

Throughout our group discussion, there proved to be a divergence in arithmetic teaching techniques. We feel that the new methods under study, if followed, would perhaps unify the teaching of mathematics in our schools. The group met with the Principals Workshop where the Schott Method and Stern Method were demonstrated.

Study Skills:

We feel that the teachers in the intermediate grades are responsible for teaching children good study habits which lead to independent study and planning.

Science:

We agreed to cooperate with the Science Workshop in their project to introduce science with apparatus in the elementary grades.

Experimental Program:

The New York State School for the Blind in Batavia is trying an experimental program to begin this fall. Children working at grade level will be placed in regular classes; those who need special class work will be placed in special classes. To their program, however, they are adding classes for remedial work—one for children on the third and fourth grade level, one for the fifth and sixth grade level, and one for junior high work. It is felt that this planning might meet the needs of more children more adequately. We are looking forward to hearing the effectiveness of this program.

RECOMMENDATIONS:

I. We recommend that the Eastern schools for the blind hold a regional workshop in Social Studies at a time and place to be determined.

II. In order to enrich experiences of our classes, we encourage the interchange of ideas and abilities within our schools. Through cooperative teaching, teachers can provide supplementary materials, act as resource people, and add to the experiences of each class with whom they work.

III. We feel that consistency in the orientation and mobility program in a school is most necessary. This might be gained through in-service training programs at joint meetings of houseparents and teachers. The mobility instructor should direct this training, if such an instructor is at the school.

Officers Serving 1962 Convention

Chairman—Mrs. Josephine Buell, California School for the Blind

Recorder—Miss Christine Baugh, Maryland School for the Blind

Newly Elected Officers to Serve For the 1964 Convention

Chairman — Joseph Jablonski, Perkins School for the Blind

Co-Chairman—Christine Baugh, Maryland School for the Blind

Recorder — Willetta Marshall, Tennessee School for the Blind

Registration

Christine Baugh, Maryland School for the Blind

Josephine Buell, California School for the Blind

Elizabeth Carpenter, 3511 Magnolia, St. Louis, Missouri, Missouri School for the Blind

Janet English, Staunton, Virginia, Virginia School for the Blind

Ruby Carlson, Nebraska School for the Visually Handicapped

Alice Hartung, Illinois Braille and Sight Saving School

Harold Hein, Louisiana School for the Blind

Ruth Heisler, 175 N. Beacon St., Watertown, Massachusetts, Perkins School for the Blind

Evelyn Hilken, New York State School for the Blind

Mabel Hite, 506 W. 4th, Vinton, Iowa, Iowa Braille and Sight Saving School

Ruth Holmes, Illinois Braille and Sight Saving School

Joseph Jablonski, Perkins School for the Blind

Mildred Jordan, North Carolina School for the Blind

Willetta Marshall, Tennessee School for the Blind

Paula Mouton, 1120 Government, Baton Rouge, Louisiana, Louisiana School for the Blind

Hannah Overholt, West Virginia School for the Blind

Jeanne Perkinson, 9 Lincoln Ave., Batavia, New York, New York State School for the Blind

Margaret Traub, Kentucky School for the Blind

Margaret Walsh, 1002 G. Ave., Vinton, Iowa, Iowa Braille and Sight Saving School

KINDERGARTEN WORKSHOP

MARY OSBORNE, *Chairman*
MARIE E. BUCHMANN, *Co-Chairman*
GRACE RYAL, *Recorder*

The first session of the Kindergarten Workshop group, which was composed of ten persons, decided that the following areas were perhaps the most important, and should be considered during the 1962 convention of the AAIB:

1. Mobility
2. Art
3. Parent Education

Miss Helena Drake, of the Perkins School for the Blind, showed the group a loose-leaf large-ring book which she had made, entitled "Phonetic Fun With Letters." This book was a sample of individual letter books containing the letters b, m, t, s, f, p, l, r, and s. The book has objects, letters, and an appropriate rhyme (e.g. "b" is for button) which were included in the book. Three representatives of the American Printing House for the Blind visited our group and approved the printing of this book. It will probably be available in 1963.

Mr. Charles Woodcock, Supt., Oregon School for the Blind, spoke to the group on mobility. He suggested the following techniques:

1. Have the child hold the teacher's finger instead of teacher taking the child's hand.
2. Explain room set-up to children. Room has four walls, a ceiling, teacher's desk, children's table and chairs—things that are in the same place all the time.
3. Demonstrate to children (individually) the placement of tables, chairs, teacher's desk. Use these things as "direction-takers".
4. Help children develop the habit of doing things in an organized manner.
5. When child drops things on the floor, have him push chair back, put one hand on table in order to protect his head, then, with the other hand, make a circular movement on the floor in order to find the lost article.
6. Be careful in using words with blind children such as, "Move the glass back," when you really mean move it forward. Say EXACTLY what you mean!!
7. Have child use cross-arm position at nose level when walking in an unfamiliar place to avoid a blow to the head.
8. Have child use hand in front of face as protection when stooping.
9. Get parents and teachers together for instruction in the area of mobility. A regional workshop for this purpose is used in some states.
10. Take children to a large vacant lot to run. Let them run, fall, spin, turn over, etc. A football field is a good place for this type of activity.
11. What the child accomplishes is more important than the method used.
12. Mobility should be an over-all school project. The kindergarten room is of great importance in setting the tone for a successful program.

The topic for the third workshop session was art and crafts. Emphasis was placed on creativity, experimentation with art materials, self expression, recreational pleasure, and relaxation. The primary objective of the program is not the end product; rather, the learning and physical development involved.

Areas discussed were: papier-mache—rolled and mashed; crayon coloring—mass, stencil, and melted crayon; finger painting; clay and home-made modeling materials which do not require firing. Waste and discard materials can be used effectively. Such materials include bottle caps, boxes, buttons, feathers, macaroni, magazines, seeds, egg shells, cereal, yarn and woods.

Some indications of improvement in art include: child gives evidence of personal pleasure from his art work, shows originality and imagination, displays improvement in motor control, finds release of tension through art media.

The members of this workshop visited the parent workshop and the pre-school workshop.

The group expressed an interest in sharing ideas through a round-robin letter.

Officers Serving 1962 Convention

Chairman—Mary Osborne, Iowa Braille and Sight Saving School, Vinton, Iowa

Co-Chairman—Marie E. Buchmann, Missouri School for the Blind, 2815 Magnolia Ave., St. Louis, Missouri

Recorder—Grace Ryal, Missouri School for the Blind, 2815 Magnolia Ave., St. Louis, Missouri

Newly Elected Officers to Serve
For the 1964 Convention

Chairman — Florence I. Travis, Perkins School for the Blind, Watertown, Massachusetts

Co-Chairman—Mrs. C. B. Holcombe, 511 Meadowview Drive, Jackson 6, Mississippi

Recorder—Mrs. Norma Reid, 1911 Mound Road, Jacksonville, Illinois

Registration

Janet A. Allen, 5724 South Street, Halifax, Nova Scotia, Canada, Halifax, Nova Scotia Public Schools

Marie E. Buchmann, 4977 Theloman, St. Louis 9, Missouri, Missouri School for the Blind

Candus M. Smith, 7725 North College, Indianapolis, Indiana, Indiana School for the Blind

Mrs. C. E. Dennis, 701 Terrace Drive, Columbia, Tennessee, Visitor

Helena M. Drake, 5 Parker St., Watertown, Massachusetts, Perkins School for the Blind

Mrs. C. B. (Bertie) Holcombe, 511 Meadowview Drive, Jackson 6, Mississippi, Mississippi School for the Blind

Betty R. McKay, 105 Grayling Ave., Narberth, Pennsylvania, Overbrook School for the Blind

Mary Osborne, Iowa Braille and Sight Saving School, Vinton, Iowa

Grace Ryal, 5719 Bancroft, St. Louis 9, Missouri, Missouri School for the Blind

Catherleen Thomas, J-15 Washington Terrace, Raleigh, North Carolina, North Carolina School for Blind and Deaf

Florence I. Travis, Perkins School for the Blind, Watertown, Massachusetts

LANGUAGE ARTS WORKSHOP

MR. JAMES EMERSON, *Chairman*
MR. GEORGE N. McCREA, *Co-Chairman*
MRS. NAOMI R. RODEN, *Recorder*

The members of this workshop chose to discuss the following topics:

Diagramming Blocks

Wooden blocks of various shapes are used to represent different parts of speech and enable the blind child to visualize diagramming. Mr. Burton from the American Printing House for the Blind felt that these blocks might be reproduced in hard rubber in various colors.

School Magazines

In the discussion there was some feeling that too much of the work must be performed by the teacher. Some schools coordinate magazine work with typing, and one combines magazine and year book.

Mobility and orientation

Since mobility was discussed throughout all the workshops 'and the general session, we confined ourselves to a discussion of how individual classroom teachers could help erase blind mannerisms such as rocking, eye punching, etc. In addressing this group, Mr. Whitstock stressed the necessity of the individual being well informed before making his choice of the cane or the dog. His suggestion for correcting mannerisms emphasized individual and constructive ways of action.

Dramatics

Everyone agreed that blind children do need dramatics. In the grades, this need can be satisfied by creative work in the classrooms and additional holiday programs which do not necessitate involved brailling and rehearsing.

At the high school level, an extracurricular club could serve this need. Several members felt there was a definite lack of material available in braille, especially one act plays. It was agreed that selection of material for dramatization must be carefully adapted to the children participating.

Spelling

A summary was read from a research study entitled, "An Analysis of the Spelling Behavior of Braille-Reading Blind Children", by Mrs. Loree W. Godshall, who tested children in eight schools for the blind. In the summary, Mrs. Godshall stated that many children were better spellers in grade one braille than in grade two. This led to the conclusions that more stress should be given to grade two braille, that all work should be checked for spelling, and that written expression should be increased.

Spelling bees, exercises in phonics, and word games were used to stimulate interest, proficiency, and word usage.

Current reading matter for the blind

Several available magazines were recommended as supplementary reading for junior and senior high school. These were, Galaxie—a science-fiction magazine, Teen Time, Matilda Ziegler, and Junior Natural History. Literary Cavalcade, now in print only, was recommended highly for high school because of its varied literary content.

Since there were several members of the group who were primarily interested in foreign languages, a special late session was held at which enthusiasm was high for the formation of a separate Foreign Language Workshop. It was further agreed that the audio-lingual method should be more extensively used to keep pace with current practices. Mrs. Dougherty, Mr. Bledsoe, and Mr. Stapleton from the American Printing House for the Blind were present to determine what new materials they might furnish to further foreign language work.

RECOMMENDATIONS:

1. That the Literary Cavalcade, published by Scholastic Magazines, Inc., be embossed in braille at the American Printing House for the Blind.
2. That the special blocks for diagramming sentences, as devised by Mrs. Postlethwaite of the New York State School for the Blind, be further developed and reproduced in hard rubber of various colors.
3. That there be formed before the next Convention a separate Foreign Language Workshop.

Officers Serving 1962 Convention

Chairman—James D. Emerson, 607 Fairway Drive, Towson 4, Maryland

Co-Chairman, George N. McCrea, Overbrook School for the Blind, Philadelphia, Pennsylvania

Recorder—Mrs. Naomi R. Roden, 2449 Pioneer Ave., Pittsburgh 26, Pennsylvania

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mr. Anthony Ackerman, Perkins School for the Blind, Watertown 72, Massachusetts

Co-Chairman — Mrs. Loree W. Godshall, South Carolina School for the Blind, Spartanburg, South Carolina

Recorder — Miss Ada Banks, Maryland School for the Blind, Baltimore 14, Maryland

Registration

Mr. Anthony Ackerman, Perkins School for the Blind, Watertown 72, Massachusetts, Perkins School for the Blind

Miss Ada Banks, Maryland School for the Blind, Baltimore 14, Maryland, Maryland School for the Blind

Mrs. Nellie Kyle Boykin, North Carolina School for the Blind, Raleigh, North Carolina, North Carolina School for the Blind

Miss Fidela M. Clareta, Maryland School for the Blind, Baltimore 14, Maryland, Maryland School for the Blind

Mrs. Myrtle C. Crockett, 2326 Garner Rd., Raleigh, North Carolina, North Carolina State School for Blind and Deaf

Mrs. Willie E. Crockett, 122 Taggart Ave., Nashville 5, Tennessee, Tennessee School for the Blind

Mr. John R. Dietrich, 1157 West Lafayette Ave., Jacksonville, Illinois, Illinois Braille and Sight Saving School

Miss Margaret Duncan, 201 Bellefield Ave., Pittsburgh 13, Pennsylvania, Western Pennsylvania School for Blind Children

Mr. James D. Emerson, 607 Fairway Drive, Towson 4, Maryland, Maryland School for the Blind

Mrs. Hildegarde F. Foster, P. O. Box 61, Stanley, Kansas, Kansas State School for the Blind

Mrs. Loree W. Godshall, South Carolina School for the Blind, Spartanburg, South Carolina, South Carolina School for the Blind

Mrs. Marian L. Hillier, Florida School for the Blind, St. Augustine, Florida, Florida School for the Blind

Mr. Harold L. Hodges, 2815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Mrs. Eva Kilgus, 316 Westport Drive, Louisville 7, Kentucky, Kentucky School for the Blind

Mr. Albert Kriger, Louisiana School for the Blind, 1120 Gov't St., Baton Rouge, Louisiana, Louisiana School for the Blind

Mr. George N. McCron, Overbrook School for the Blind, Philadelphia, Pennsylvania, Overbrook School for the Blind

Miss Judith McGalla, 101 Winnwood Rd., Little Rock, Arkansas, Arkansas School for the Blind

Mr. Armand Michaud, Perkins School for the Blind, Watertown 72, Massachusetts, Perkins School for the Blind

Mrs. Frances C. Morrison, 2201 Byrd St., Raleigh, North Carolina, North Carolina State School for the Blind

Miss G. Mable Myers, 2206 Leona St., Austin, Texas, Texas Blind, Deaf, and Orphan School

Mrs. Naomi R. Roden, 2449 Pioneer Ave., Pittsburgh 26, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. Clinton VanDevender, 4815 Maplewood Drive, Jackson, Mississippi, Mississippi School for the Blind

Miss Helen Waer, Illinois Braille and Sight Saving School, Jacksonville, Illinois, Illinois Braille and Sight Saving School

LIBRARY SCIENCE WORKSHOP

HELEN JOHNSON, *Chairman*
ADA LEE VELVERTON, *Recorder*

The LIBRARY WORKSHOP had three objectives:

1. To find sources of material for our school libraries.
2. To ask Miss Hooper to index the new catalogs.
3. To discuss American Library Association standards in reference to Schools for the Blind Libraries.

We were especially fortunate to have three regional librarians and a representative from the Library of Congress work with us. They gave us much needed help and information. Mr. Charles Gallozzi, from the Library of Congress, asks that all school librarians write directly to him or to Mr. A. D. Hagle, Resource Librarian, for information or materials we need. They welcome inquiries and suggestions.

Mr. Gallozzi was given a list of school librarians and agreed to send them lists of materials available and to send them materials they need. Librarians who are not listed with the workshop should write directly to him.

Miss Marjorie Hooper agreed to index all of the next catalog.

A committee was appointed to study the American Library Association Standards for School Libraries and adapt them to libraries of schools for the blind. This report will be submitted to the 1964 convention for consideration and adoption. The committee is: Mrs. Marilyn Kuiper, chairman, Miss Tillotson and Mrs. Jeanne Oresng.

Officers Serving 1962 Convention

Chairman—Helen R. Johnson, Maryland School for the Blind, Baltimore 26, Maryland

Recorder—Ada Lee Velverton, North Carolina State School for the Blind, Raleigh, North Carolina

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mrs. Marilyn Kuiper, 61 Evergreen Ave., Watertown, Massachusetts

Co-Chairman — Mrs. Annette R. Castle, Perkins School for the Blind, Watertown, Massachusetts

Recorder—Mrs. Jeanne Oresng, 715 West Willow St., Lansing, Michigan

Registration

Mrs. Annette R. Castle, Perkins School for the Blind, Watertown, Massachusetts

Mrs. C. G. Crum, Lincoln 6, Nebraska, Christian Record Benevolent Association

Mrs. Joy VanDevender, 4815 Maplewood Drive, Jackson 6, Mississippi, Mississippi School for the Blind

Mrs. Gretchen Gillen, 4145 Magnolia St., St. Louis 10, Missouri, Missouri School for the Blind

Mrs. Helen R. Johnson, Maryland School for the Blind, Baltimore 36, Maryland

Mr. Bernard Krebs, 1880 Broadway, New York 23, New York, Jewish Guild for the Blind

Mrs. Marilyn Kuiper, 61 Evergreen Ave., Watertown, Massachusetts, Perkins School for the Blind

Mrs. Effie Lee Morris, 166 Avenue of the Americas, New York 13, New York, Library for the Blind of New York Public Library

Mrs. Jeanne Orszag, 715 West Willow St., Lansing 6, Michigan, Michigan School for the Blind

Mrs. Roy L. Yelverton, North Carolina State School for the Blind, Raleigh, North Carolina

MATHEMATICS WORKSHOP

ROBERT E. BRUCE, *Chairman*
WILBUR T. HASTINGS, *Co-Chairman*
MRS. LAURETTA RICE, *Recorder*

The theme for the series of Workshop meetings was "Modern Mathematics." The keynote speaker for the opening meeting was Dr. Robert E. Hendricks, Associate Professor of Education at the University of Miami. In his discussion, Dr. Hendricks mentioned the revolution taking place in school mathematics and the implications involved.

At the second meeting, Mr. G. Gilbert Scott of Los Angeles, California, presented aids for Structural Arithmetic. One of these, the Master Cube, consists of 8 pieces and can be used for retarded, blind and other exceptional children. Other devices were the Semi-cube, the Disc and Concentric Ring and the aid, "Are You as Bright as a Bunny?" Following Mr. Scott's presentation, we viewed some filmstrips in the field of Modern Mathematics.

At the third meeting, the teachers attending the Convention Workshops covering Elementary Grades One, Two and Three, were in attendance also. Dr. Hendricks returned to this meeting and discussed Modern Arithmetic programs that are being developed. The biggest revolution in Arithmetic is methodology. The need for meaningful Arithmetic is emphasized and two important goals are to know how to learn and to want to learn.

In conjunction with these presentations of Dr. Hendricks, there was an excellent display of textbooks in the field of Modern Arithmetic, and the Field of Modern Mathematics for the Secondary Schools.

Dr. Carson Y. Nolan, Director of Educational Research at the American Printing House for the Blind, and Dr. Robert E. Bruce presented the program of the Schott "Individualized Mathematics." At the present time, this experimental program is being used in five pilot schools for the blind and will run for two more years in order to arrive at final conclusions. The program is an open-ended cyclic teaching method and uses the tools of the Numberaid, the Calculaid and five Summary Books in the topics of Counting, Addition, Multiplication, Subtraction and Division. This program allows for two evaluations a year as to the progress of each student. The program also allows each student to progress at his own rate.

The fifth meeting was devoted to a discussion of several posed questions. Some of our findings were that a study of the number systems, formula, inductive processes, estimation and proof should be present in all levels of the curriculum in Mathematics, K-12. In K-3, it is felt that the topics of the number systems, estimation, measurement and space should be given more emphasis. In the Intermediate Grades of 4, 5 and 6, there was agreement that formula, proof, inductive processes, approximation of measurements and space ought to receive greater attention. In the Junior High level, stress should be placed upon deductive reasoning and there should also be an extension of the other concepts. The same feeling was indicated by the teachers at the Senior High level. These concepts ought to be introduced at an early age and extended at each succeeding level. Such new concepts or topics as Sets might be introduced in Grade 4; and more Logic in the upper grades. The old type of long division might well be de-emphasized as a method and the modern methods used. Both set theory and the spiral system in the elementary area might well be extended upward; and such topics as number systems, formula, inductive processes, estimation and proof might conceivably be extended downward. We feel that elementary and secondary level teachers can profit jointly through the use of outside speakers, workshops, and discussions of modern text materials. It is also felt that we might consider departmental arithmetic in the lower grades for Arithmetic and the use of the new and improved aids.

The last meeting was devoted to a review of the Nemeth Code as now being revised by the Advisory Committee to the Braille Authority. Mr. Bernard Krebs, Chairman of the Braille Authority, and Dr. Bruce led the discussion and presentation of a revised Code.

Officers Serving 1962 Convention

Chairman—Robert E. Bruce, Virginia School for the Blind, Staunton, Virginia

Co-Chairman—Wilbur T. Hastings, Tennessee School for the Blind, Donelson, Tennessee

Recorder—Mrs. Lauretta Rice, Iowa Braille and Sight Saving School, Vinton, Iowa

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Dr. Mae Davidow, 64th and Malvern Ave., Philadelphia 51, Pennsylvania

Co-Chairman—Warren C. Germain, 125 Riverside St., Watertown 72, Massachusetts

Recorder—Mrs. Lauretta Rice, 715 West 10th St., Vinton, Iowa

Registration

Robert E. Bruce, P. O. Box 265, Staunton, Virginia, Virginia School for the Blind

Jules Cote, 175 North Beacon St., Watertown, Massachusetts, Perkins School for the Blind

Dr. Mae Davidow, 64th and Malvern Ave., Philadelphia 51, Pennsylvania, Overbrook School for the Blind

Warren C. Germain, 125 Riverside St., Watertown 72, Massachusetts, Perkins School for the Blind

Wilbur T. Hastings, 2920 Lebanon Rd., Donelson, Tennessee, Tennessee School for the Blind

T. F. Huggins, 2524 West 10th St., Little Rock, Arkansas, Arkansas School for the Blind

Kenneth C. Kohr, 175 North Beacon St., Watertown 72, Massachusetts, Perkins School for the Blind

Daniel Kopecky, 2906 Ridgelea, Austin, Texas, Texas School for the Blind

Mrs. Lauretta Rice, 715 West 10th St., Vinton, Iowa

Mrs. Bernice Specht, 406 North Court St., Talladega, Alabama, Alabama School for the Blind

Lillian L. Trotter, 224 Church St., Sumter, South Carolina, Sumter District No. 17 Schools, Sumter, South Carolina

Donald C. Wilson, 120 Holcomb St., Hartford 12, Connecticut, Oak Hill School

MULTIPLE HANDICAPPED WORKSHOP

ELINOR LONG, *Chairman*
SHIRLEY HAHS, *Recorder*

The Workshop for the Multiple Handicapped was concerned with five major areas in its discussions during the 1962 Biennial Convention:

1. Mobility and Orientation
2. Problems of the Classroom Teacher
3. Some Considerations in Educational Programming
4. In-service Education for Teachers
5. Suggestions for Activities During 1962-64

Mobility and Orientation

The blind child with additional handicaps needs training in mobility and orientation, particularly if orientation is interpreted in its broadest sense to include social skills not necessarily related to travel. However, quite possibly such a youngster may not be capable of the degree of independent traveling which other blind children can attain. Since the additional disability may further complicate the problem, teachers should carefully observe each child to determine how far he can progress in this area. A team approach must be used with multiple handicapped children — teacher, houseparent, other staff, and it should include the parents, who should be encouraged to carry on the child's program at home over weekends and vacation periods. Mobility and orientation may be taught through incidental as well as direct instruction; this is an effective approach for the multiple handicapped.

Problems of the Classroom Teacher

One of the problems which greatly concerned the workshop members was the obtaining of information regarding the child's background, psychological data, and medical data. Even in schools where such information was readily available to the teacher, it was mentioned that this was often inadequate. Specifically, the psychological data shared with the teacher often includes only a mental age and I.Q., without describing the child's reaction to the testing situation, or outlining in which subtest areas weaknesses were evident. It was also pointed out that teachers should use these reports only as guides, that with multiple handicapped children particularly, only the teacher's own experience in working with an individual can ascertain and frequently reveal the youngster's potential.

Another problem discussed was the tendency for teachers to be assigned unrealistic groups of multiple handicapped children. Administrators do not seem to take into consideration that these special classes must be small, the age and ability range more compatible. It was pointed out that in a class of ten children there are ten different problems, each of which has to be treated individually. In this connection it was suggested that administrators give serious thought to employing additional staff or volunteer workers for regular assignment with these special children. If volunteer workers are used, it is advisable that these persons be given a training program for this work.

The third issue was the planning for special class children at the secondary level. Time did not permit full discussion of this topic, but it was recommended that whenever possible these youngsters participate in the regular classes at the school, still maintaining the major portion of their instruction in the special class. Work experience activities should be explored within the community.

Some Considerations in Educational Programming for Blind Children with Additional Handicaps

The Multiple Handicapped Workshop planned a special program which it shared with the Superintendents and Administrators Workshop in a joint session. The program was a panel discussion on the topic, "Some Considerations on Educational Programming for Blind Children with Additional Disabilities".

Mr. Samuel D. Milesky, Supervisor of Schools for the Blind and Deaf, Bureau for Handicapped Children, Wisconsin State Department of Public Instruction, outlined major needs of children with hearing losses, not including the deaf. Of primary importance is the need for thorough and competent evaluation of the type and degree of hearing loss and the child's speech. The training of the hard of hearing usually includes auditory training, sound discrimination, speech reading, speech correction and language training. If the child is also visually handicapped, he will have these same needs but the methods used in the training will require modification. Speech and hearing handicaps are common among blind children, and evaluation in these areas should therefore be common procedures in the schools, with the provision of speech and hearing therapy for those who need these services.

Mr. Walter D. Matheny, Director, Walter D. Matheny School, Peapack, New Jersey, discussed the child with neuromuscular handicaps. This type of youngster may present a combination of orthopedic difficulties, brain injury, mental retardation, hearing loss, speech disability, or emotional instability. Again, as with the hearing handicapped, the foremost need is a thorough and competent evaluation in all the areas in which the child may be affected, and a training program constructed according to the findings of qualified and experienced experts in these fields. Such evaluation, treatment, educational program and housing of the children is an extremely costly proposition — particularly for the severe cases. If the child also has a visual impairment he may be further hampered in his educational program by deficiencies in tactual perception, which make braille proficiency difficult if not impossible.

Mr. Charles S. Napier, Psychologist, Royer-Greaves School for the Blind, Paoli, Pennsylvania, also stressed the need for more thorough evaluation of the child who is retarded and/or emotionally disturbed. He pointed out inadequacies in the present scales and in those who administer psychological tests to blind children with whom they are usually inexperienced. He stressed that educational programming must be highly individualized, that the basic fundamentals of living must be taught to these children where normal children acquire these naturally, that the educational environment must be conducive to the child's physical and mental well-being. Those who are found to be educable may frequently succeed in a regular school program, while those with more severe retardation should have more specialized training. The incidence of retardation and blindness seems to be increasing, and administrators all over the country must find some solution for these multiple handicapped children. Regional planning must be considered.

In-Service Education for Teachers

At the 1960 Convention in Nashville, the Multiple Handicapped Workshop emphasized the importance of special training in the various areas of exceptionality for teachers assigned to work with multiple handicapped blind children. During the biennium, the chairman and Executive Secretary explored several possibilities for initiating in-service workshops in conjunction with universities and schools for the blind. However, plans did not materialize prior to this convention, but valuable contacts have been made and it is hopeful that at least one special training program will operate in 1963.

SUGGESTIONS FOR ACTIVITIES DURING 1962-64

Interim Activities

1. Newsletter—Miss Karen Coulson of Maryland School for the Blind will edit.
2. Teacher training activities to get underway — both regional workshops and college credit courses, as outlined in the workshop report of 1960.

Convention Activities

1. Demonstration of psychological testing of a multiple handicapped pupil.
2. Demonstration of teaching of children with multiple problems, combined with talks by authoritative persons in each field of exceptionality.
3. Discussion of multiple handicapped child from parent's and houseparent's point of view.
4. Field trips to centers for handicapped children in Boston area.
5. Keynote speaker to be shared with convention.

Officers Serving 1962 Convention

Chairman—Elinor Long, Dept. of Public Instruction, Box 911, Harrisburg, Pennsylvania

Recorder—Shirley Hahs, Box 952, Lake Ronkonkoma, New York

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Samuel Milesky, Bureau for Handicapped Children, State Dept. of Public Instruction, 122 Mifflin St., Madison, Wisconsin

Co-Chairman—Elinor Long, Dept. of Public Instruction, Box 911, Harrisburg, Pennsylvania

Recorder—Shirley Hahs, Box 952, Lake Ronkonkoma, New York

Registration

Esther M. Barbati, Oak Hill School for the Blind, Hartford, Connecticut, Oak Hill School for the Blind

Mrs. Natalie Barraga, Box 510, George Peabody College, Nashville, Tennessee, George Peabody College

John A. Belton, Johnstone Training and Research Center, Bordentown, New Jersey, Johnstone Training and Research Center

Jacqueline Coté, 175 North Beacon St., Watertown, Massachusetts, Perkins School for the Blind

Mrs. Karen E. Coulson, 231 E. University Parkway, Baltimore 18, Maryland, Maryland School for the Blind

Carolyn L. DeLappe, 3815 Magnolia St., St. Louis 10, Missouri, Missouri School for the Blind

Betty Dietrich, 1157 W. Lafayette, Jacksonville, Illinois, Illinois Braille and Sight Saving School

Priscilla J. Gooding, 175 North Beacon St., Watertown, Massachusetts, Perkins School for the Blind

Shirley Hahn, Box 982, Lake Ronkonkoma, New York, BOCES, Patchogue, New York

Robert Jeffers, 201 N. Bellefield Ave., Pittsburgh 13, Pennsylvania, Western Pennsylvania School for Blind Children

Mrs. Dorothy W. Konrad, 279 St. George St., St. Augustine, Florida, Florida School for Deaf and Blind

Elinor Long, Dept. of Public Instruction, Box 911, Harrisburg, Pennsylvania, Pennsylvania Dept. of Public Instruction

Jane Lysaght, Perkins School for the Blind, Watertown, Massachusetts, Perkins School for the Blind

Samuel D. Milesky, Bureau for Handicapped Children, Dept. of Public Instruction, Madison, Wisconsin, Bureau for Handicapped Children

Mrs. June J. Morgan, 1106 W. Peachtree N.W., Atlanta 9, Georgia, Foundation for Visually Handicapped Children

Emma H. Minturn, Maryland School for the Blind, Baltimore 18, Maryland, Maryland School for the Blind

Josephine Pace, Oak Hill School for the Blind, Hartford, Connecticut, Oak Hill School for the Blind

Vera Pittam, Ontario School for the Blind, Brantford, Ontario, Canada, Ontario School for the Blind

David Reagan, Missouri Bureau for the Blind, Jefferson City, Missouri, Missouri School for the Blind

Jane Stevens, Box 420, Galveston, Texas, Moody State School for Cerebral Palsy

Pamela Wu, Maryland School for the Blind, Baltimore 36, Maryland, Maryland School for the Blind

Jane Yu, 2505 List Ave., Baltimore 14, Maryland, Maryland School for the Blind

MUSIC WORKSHOP

MISS HORTENSE FORMAN, *Chairman*
MISS MARY DAVIS, *Co-Chairman*
MISS ELEANOR W. THAYER, *Recorder*

The Welcome address to the 17 persons in attendance at the morning session of the Workshop was given by the chairman, Miss Hortense Forman of the Tennessee School for the Blind. Those attending the workshop identified themselves after which Miss Forman outlined the agenda for each workshop session of the present convention. Minutes of all workshop meetings of the Donelson, Tennessee AAIB Convention in 1960 were read by the recorder, Miss Eleanor W. Thayer. Reports on regional festivals and workshops were given by Mr. John Grapka of the Eastern division and Mrs. Elizabeth Ashcraft of the Mid-Atlantic division. Miss Forman filled in with reports of the Southern, North Central, South Central, Central, Western and Southwestern divisions.

Members from the various schools reported on their musical activities entailing competitions with sighted schools within their own city, county or state. The general consensus of opinion was that competitions and festivals with sighted pupils for instrumental music and girls, boys, and mixed choral groups—in some cases on a rating schedule—were excellent in that pupils' work was raised and good public relations were established.

A short discussion on the regional divisions made in 1960 brought forth suggestions for problems in the area of integrated and non-integrated schools. A further discussion on zoning was left for future workshop sessions.

The morning session concluded with a request from the chairman for written suggestions of things to be done during this biennium.

The second Music Workshop session was of an hour duration due to the late beginning and an early conclusion so that the dining room, where the workshop met, could be readied for dinner.

The group discussed Mobility and its relation to music programs for concerts and recitals. First under consideration was the correct procedure for piano and other instrumental soloists to move onto the stage, to the piano or to the center of the stage, and then to exit, whether the pupil is guided by a teacher or fellow pupil, or travels by himself. Some schools use props such as rubber runners, a mat or a rug. The Iowa school permits pupils to use canes and travel on their own when in competition with sighted students. The

North Carolina School, where the staff has had an in-service training program on travel, does not permit the use of canes.

The group next considered the mobility of choral groups, whether in concerts in their own school or away from home at competitions. Procedures were discussed relating to the curtain on stage (opened or closed), gowns and risers. The best procedure was to follow the person in front without helping the pupil following behind, and to use sighted pupils as leaders for each entering row. It was stressed that we as teachers should teach our pupils independence in mobility while they are with us in our classes.

At the opening of the third workshop session, Miss Forman, chairman, appointed the Nominating Committee for the 1962-1964 biennium.

Nominating Committee:

Miss Mary Davis, Chairman, North Carolina School for the Blind
Mrs. Muriel Mooney, New York State School for the Blind
Mrs. Annie Mae Tatum, Alabama School for the Blind

A letter from Maurice Olsen, General Executive Secretary of the AAIB, to Miss Forman was read relating to the formation of a speakers bureau in our field of the education of visually handicapped children. Any music workshop member willing to serve as a speaker to schools, colleges and clubs concerning the field of music, was requested to sign up to-day in the workshop, for this project.

The remainder of the session was devoted to the playing of tapes from the Iowa Braille and Sight Saving School with comments by James Grupp and from the Royer Greaves School for the Blind with comments by Mrs. Ann Perry.

The fourth workshop session was devoted to a discussion of Sister Mary Mark's and Miss Leonore McGuire's "Read, Remember and Play", a method of teaching piano braille music to children. This was followed by a discussion and evaluation of Kenneth Heim's testing program of a musical intelligence test which had been formulated by Herbert Wing of Sheffield, England. This test, which has not been evaluated for the blind, was administered at the Tennessee School for the Blind and at the Iowa Braille and Sight Saving School.

Miss Forman read a letter from Mr. Maurice Olsen concerning the feasibility of the loan, from the Library of Congress, of braille music, textbooks and "other materials" to persons in need of such help. The workshop group felt that there was a need for fingering charts for instrumental music.

The session next took a forward look towards forthcoming projects for the next biennium: growth in numbers; growth in stature; a possible professional bibliography for teachers and student teachers; and demonstrations of mobility in braille music reading for other teacher groups and students in sighted schools.

The meeting ended with the reading of the rearranged regional grouping for the next biennium. It was suggested that a Superintendent attend regional meetings so that the group might obtain immediate advice concerning the carrying out of proposed plans for future regional music gatherings.

The Report of the Nominating Committee, Miss Mary Davis, Chairman, Mrs. Muriel Mooney and Mrs. Annie Mae Tatum, was read, accepted, and unanimously approved. The new officers for the 1962-1964 biennium are:

REPORT OF THE NOMINATING COMMITTEE

Chairman	Miss Eleanor W. Thayer
Co-Chairman	Mrs. Dorothy Goodenough
Recorder	Mrs. Muriel Mooney

Regional Chairmen:

Eastern: Dr. Harold Gilbert

Ontario
Connecticut
Perkins
N. Y. Institute
Overbrook
Western Pennsylvania
Maryland
N. Y. State School
Royer-Greaves
Lavelle

Central: Mr. Glen Sloan

Missouri
Illinois
Indiana
Ohio
Kentucky
Michigan
West Virginia

North Central: Mr. James Grupp

North Dakota
South Dakota
Wisconsin
Nebraska
Minnesota
Iowa

Southern: Miss Hortense Forman

Florida
Louisiana
Mississippi
Alabama
Tennessee

Mid-Atlantic: A. M. White

Virginia
Georgia
North Carolina
South Carolina

South Central: Mr. Raymond Sykes

Oklahoma
Arkansas
Texas
Kansas

South Western: Mrs. Sylvia Howell

Arizona
New Mexico
Colorado

Western: Mr. Robert Sherman

Washington
Idaho
Montana
California
Oregon
Utah
Vancouver, B. C.

Portions of tapes from the festival of North and South Carolina Schools for the Blind, from Perkins School for the Blind, the N. Y. Institute for the Education of the Blind, Ontario School for the Blind, and the Colorado School for the Blind were played.

During the course of this session Miss Marjorie S. Hooper and Mrs. Blanche Dougherty of the American Printing House for the Blind visited the group and inquired if we had any questions to be answered. Miss Hooper advised the group that new lists of music would be ready in the fall. She requested the newly appointed chairman to send a list of recommended music to the approval committee of the music workshop and then send it on to APH.

The final and sixth Music Workshop session proved to be our richest session. The group felt that beginning the workshop on time, early in the morning, gave us time to discuss methods of our music education programs from elementary grades through high school in all phases—braille music notation, choral groups, rote and note learning, piano, organ, instruments, band, and combo and pops groups.

Five guests of the Sigma Alpha Iota musical fraternity who serve as music teachers in the Miami public schools to some 35 to 45 pupils were present. Their presence stimulated the group in the discussion of methods of music education.

The session concluded with the following recommendations: That there be one meeting at the next biennium between the Physical Education group in cooperation with the Music Workshop group in the field of Mobility pertaining to folk dancing, social dancing, marching and rhythms; and That steps be taken to initiate a Braille Music Notation program in one of the colleges so that college people in the field of music may receive adequate training in Braille Music Notation with credit and certification.

Officers Serving 1962 Convention

Chairman—Miss Hortense Forman, Tennessee School for the Blind, Donelson, Tennessee

Co-Chairman—Miss Mary Davis, North Carolina School for the Blind, Raleigh, North Carolina

Recorder—Miss Eleanor W. Thayer, Perkins School for the Blind, Watertown 72, Massachusetts

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Eleanor W. Thayer, Perkins School for the Blind, Watertown 72, Massachusetts

Co-Chairman—Mrs. Dorothy Goodenough, Texas School for the Blind, Austin, Texas

Recorder—Mrs. Muriel Mooney, New York School for the Blind, Batavia, New York

Registration

Mrs. Elizabeth Ashcraft, Raleigh, North Carolina, North Carolina School for the Blind
Miss Elizabeth B. Bailey, 3247 Oak Drive, Huntington Valley, Pennsylvania, Royer-Greaves School, Paoli, Pennsylvania
Mrs. Esther B. Beadwell, Box 474, Orange Park, New York, New York State School for the Blind
Miss Janet Clary, 5217 7th Drive, Bradenton, Florida, No school
Miss Mary Davis, Raleigh, North Carolina, North Carolina School for the Blind
Mrs. Earl Edgell, Romney, West Virginia, West Virginia School for the Blind
Miss Hortense Forman, Donelson, Tennessee, Tennessee School for the Blind
John Grapka, Batavia, New York, New York State School for the Blind
James Grupp, Vinton, Iowa, Iowa Braille and Sight Saving School
Mrs. Muriel Mooney, Batavia, New York, New York State School for the Blind
Miss Phyllis Nesbit, Vinton, Iowa, Iowa Braille and Sight Saving School
Miss Helen W. Smith, 21-15 Nebraska, Kansas City, Kansas, Kansas School for the Blind (Retired)
Mrs. Annie Mae Tatum, 413 Second St., Talladega, Alabama, Alabama School for the Blind
Miss Eleanor W. Thayer, Watertown 72, Massachusetts, Perkins School for the Blind
Miss Grace Towsley, 643 Parsells Ave., Rochester, New York, New York State School for the Blind
Mrs. Etta Vogts, Baltimore 36, Maryland, Maryland School for the Blind
Miss Halina Zytkiewicz, 999 Pelham Parkway, New York, New York, New York Institute for the Blind

ORIENTATION, MOBILITY AND TRAVEL

BEATRIX BAIRD, *Chairman*
HERBERT D. ANGUS, *Recorder*

This report should be prefaced by the following bit of apologetic and pertinent information. The number of people who participated in this workshop group was quite small. Several valuable resource people who were present at the first meeting were not able to participate in subsequent sessions because of other convention obligations. It is reasonable to assume that these proceedings would be more gratifying if various summer commitments had not kept other interested persons busy at other necessary tasks.

The group devoted much discussion to teaching mobility to younger blind children and agreed that teaching the use of the cane should be reserved for mobility specialists. When a blind child is physically mature enough to master necessary motor skills, and mentally mature enough to make safe and proper decisions for independent travel in an uncontrolled environment, then he is ready to learn to use a cane.

Just what is the nature of mobility training for younger blind children? All blind children are different and have different concepts of their environment. Helping them fill gaps in their environment and develop accurate concepts is a most necessary part of their training. Many blind children are not very curious about their surroundings and must be stimulated in the realm of curiosity. They must be taught to seek, gather, and sort information which is necessary for being properly oriented and independently mobile.

The medium of play is found to be a most effective learning school for teaching specific mobility skills. Blind children respond well to listening games requiring identification and localization of sounds, hiding and searching games which employ both listening and independent exploration, and running games which make free, quick and independent movement a part of the child's play experience.

This group feels that there is a great need to provide parents of pre-school blind children with information and skills which will enable them to give their young blind child many and varied play experiences.

This workshop has set the following objectives for the 1962-64 biennium: 1. To hold a mobility workshop in each of the West, Southeast, Midwest, and Northeast or Middle Atlantic areas of the United States. 2. To circulate a newsletter in the field of orientation, mobility and travel. 3. To expand the bibliography in the field.

Officers Serving 1962 Convention

Chairman—Beatrix Baird, Maryland School for the Blind, Baltimore 36, Maryland

Co-Chairman—Herbert D. Angus, Florida School for the Deaf and Blind, St. Augustine, Florida

Recorder — Herbert D. Angus, Florida School for the Deaf and Blind, St. Augustine, Florida

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Beatrix Baird, Maryland School for the Blind, Baltimore 36, Maryland

Recorder — Herbert D. Angus, Florida School for the Deaf and Blind, St. Augustine, Florida

Registration

Herbert D. Angus, Florida School for the Deaf and Blind, St. Augustine, Florida, Florida School for Deaf and Blind

Beatrix Baird, Maryland School for the Blind, Baltimore 36, Maryland, Maryland School for the Blind

Norma Claypool, 206 Teece Ave., Pittsburgh 2, Pennsylvania, Ohio Township School Resource Teacher

Mrs. Marion Green, 17th & Lindley Sts., Philadelphia, Pennsylvania, Logan Public School

Ross Huckins, 3001 Derby St., Berkeley, California, California School for the Blind

Rose McGuire, 232 Park, Jacksonville, Illinois, Illinois Braille and Sight Saving School

Doris Nicholas, 1417 59th St. North, St. Petersburg, Florida, Perkins School for the Blind

Mrs. Doris Sausser, 15 West 16th St., New York, New York, American Foundation for the Blind

Robert Whitstock, Seeing Eye, Inc., Morristown, New Jersey, Seeing Eye, Inc.

Arthur Voorhees, 15 West 16th St., New York, New York, American Foundation for the Blind

PARENTS WORKSHOP

MRS. WILLIE T. BENNETT, *Chairman*

The Parents Workshop of the 46th Biennial Convention of the American Association of Instructors of the Blind, in its first convention as a full-fledged workshop, is happy to report seven members attended the convention. All were eager to learn more about the work that parents can do in AAIB. All of our workshops were informal with key people speaking to us at each meeting. A discussion period was held after each speaker with all parents participating.

At our first workshop, Mr. J. M. Woolly, Superintendent of the Arkansas School for the Blind, spoke to us on the need of the schools to have parents in AAIB. Parent membership and work in AAIB were fully discussed.

Our second workshop was devoted to mobility. Miss Beatrix Baird, Maryland School for the Blind, discussed with us our many problems in this field.

Our third workshop was a joint meeting with houseparents. Dr. George Heltzell, Superintendent, Missouri School for the Blind, was our speaker at this meeting. Dr. Heltzell spoke to us on the need of more understanding cooperation between parents and houseparents. Many fine points were brought out which will be of great benefit to both parents and houseparents. We were urged to go home and try to interest more parents in becoming members of AAIB.

Our fourth workshop session was left open so that parents could attend the workshop of their choice. It was decided, however, to ask Dr. Heltzell to come to us for a general discussion period.

Our fifth workshop was led by Dr. Francis Andrews, Superintendent of the Maryland School for the Blind. At this meeting we were honored with a visit from the Kindergarten Workshop. Those visiting were:

Helena M. Drake
5 Parker Street
Watertown, Massachusetts

Florence I. Travis
Perkins School for the Blind
Watertown, Massachusetts

Betty R. McKay
Overbrook School for the Blind
Philadelphia, Pennsylvania

Marie E. Buchmann
Missouri School for the Blind
4977 Tholozan
St. Louis 9, Missouri

Janet A. Allen
Halifax Public Schools
5724 South St.
Halifax, Nova Scotia, Canada

Dr. Andrews talked with us on discipline of our children and the danger of not discussing our home problems with our school superintendent. This is especially true, he said, if these problems in any way might adversely affect the disposition of our children to the point that it would harm their school work. Dr. Andrews suggested that we let our children decide upon the kind of work they will do when they finish school. It is not wise, he said, for parents to insist upon a college education unless the child has an above average I.Q.

Our sixth workshop was led by Mr. L. P. Howser, Kentucky School for the Blind. Mr. Howser discussed and demonstrated several different ways of teaching blind children to travel independently and gain confidence in themselves, and the importance of good table manners. He stressed the importance of beginning all these things when the children are very young. He stated further the importance of not teaching the use of the cane until the child is ready. The determination of that time should be left to the school where he will be trained by a competent travel instructor.

A regional drive-in conference was planned for the summer of 1963. Two schools have invited us to hold our drive-in conference at their school. The time and place have not as yet been decided.

An all-out membership drive for more parent members in AAIB was planned.

Our recommendation committee headed by Mr. Michel J. Filippi, Chairman, would like to recommend the following:

1. The Parents Workshop recommends that the AAIB consider the following in terms of its long-term program for advances in training leading to future advantages for the visually handicapped: That the AAIB investigate and review the needs, requirements, and curricula leading to the development of necessary skills and techniques to permit the visually handicapped to participate professionally in the fields of automation and Automatic Data Processing Systems (ADPS).
2. That the AAIB sponsor a regional drive-in conference for parents of visually handicapped children.
3. That the AAIB sponsor an all-out parent membership drive.

Mrs. Willie T. Bennett, Chairman
Arkansas School for the Blind
Little Rock, Arkansas

Mrs. Chris Walle
Box 31, RFD
Kiester, Minnesota

Mrs. William C. Hammer
4909—55 Place
Hyattsville, Maryland

Mrs. Leona DeSalle
1450 N. Robertson
New Orleans 16, Louisiana

Mrs. James Walker
2422 West 25th Street
Pine Bluff, Arkansas

Mr. and Mrs. Michel J. Filippi
4231 Oglethorp
Hightsville, Maryland

Officers Serving 1962 Convention

Chairman—Mrs. Willie T. Bennett, Arkansas School for the Blind, Little Rock, Arkansas

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Mrs. Willie T. Bennett, Arkansas School for the Blind, Little Rock, Arkansas

Co-Chairman—Mrs. Grace Walle, Iowa Braille and Sight Saving School, Vinton, Iowa

Recorder — Mrs. Gloria Hammer, Maryland School for the Blind, Baltimore 36, Maryland

Registration

Mrs. Willie T. Bennett, Arkansas School for the Blind, Little Rock, Arkansas

Mrs. Leona DeSalle, 1450 North Robertson, New Orleans 16, Louisiana

Mr. and Mrs. Michel J. Filippi, 4231 Oglethorp, Hightsville, Maryland

Mrs. William C. Hammer, 4909 — 55 Place, Hyattsville, Maryland

Mrs. James Walker, 2422 West 25th St., Pine Bluff, Arkansas

Mrs. Chris Walle, Box 31, RFD, Kiester, Minnesota

PHYSICAL EDUCATION WORKSHOP

BOB YOUNG, *Chairman*
PAT FLORINE, *Co-Chairman*
DR. CHARLES BUELL, *Recorder*

During the 1961-62 school year the Physical Education Workshop conducted a national survey of physical fitness of blind children as compared to that for boys and girls who have normal vision. A panel of physical educators reported on the survey at a general session of the convention. This report will be found elsewhere in the Proceedings. The preparation of the report occupied the workshop for some hours. Since the time on the convention program was limited to 45 minutes, not all of the value could be included in the presentation, so some additions will be made here.

In addition to guide wires, some other methods of making running feasible for totally blind students were mentioned. Circular rails, whether inside or outside, are very good, but cost much more than wires. One teacher mentioned that she tied a cloth band to the belt of a totally blind student who ran around a circle in a gymnasium while the teacher held the other end high overhead at the center of the floor. A post outdoors or a moveable post indoors might serve the same purpose and free the teacher. All of these methods make it possible for a blind student to run independently. Another school reported success when totally blind boys followed a bicycle around a running track. A playing card was attached so that it would make a clicking noise on the spokes of the back wheel.

The group sought to find a physical fitness test used for normal children that could also be fairly used with visually handicapped students. However, it became evident that the tests in common use would have to be modified before the fitness of blind children could be fairly measured. Although there was disagreement, the majority of the group felt that a modified test should not be approved at this time.

It was unanimously agreed that the AAHPER fitness test could not be fairly used for throwing and running events. Other tests mentioned also had similar faults.

One session was devoted to a discussion of mobility. Some highlights are mentioned here. A child should be encouraged to learn independent travel the first year he comes to physical education class from his academic classroom. The first year the physical education teacher will observe him and give assistance when absolutely necessary. During the second or third year, a child should be able to travel independently to the physical education class and the group recommends that this be encouraged. In addition to learning to travel independently about the campus in the primary grades, other practices are of value. A contest can be run to see who can walk nearest to a wall without touching it. Another contest is to have children walk across the gym floor and attempt to come closest to the center of the opposite wall. Some schools have concrete paths on the baseball diamond and these are used by having students walk and later run around them. Metronomes, audible balls and other sounds are used for orientation beginning in the primary grades. A few schools have placed speakers in the corners of the gymnasium so that students can locate themselves, particularly in skating. One school's students ride bicycles around the gym near the wall. A card is arranged so that the clicking sound bounces back from the nearby wall. Students in another school follow the same sound about a large athletic field running behind the bicycle.

Another session was devoted to a discussion of activities for children in the second and third grades. One activity that is used in a number of schools is story games which are made up in some cases by the teacher and in others by the students. The children go through the action called for in the story. For example, "The bear climbed the mountain" might mean to climb up the traveling ladder. Some schools teach dancing and rhythm activities to both boys and girls at this age level. One activity mentioned was "limbo". Students pass under a stick bending backward without touching it. Each time the stick is lowered closer to the floor. This is done with music and the students who are not passing under the stick clap hands, stamp feet and make other motions. Some schools report success with playing music for calisthenics.

Simple exercises on apparatus are introduced at this age level: crossing the traveling ladder, climbing over parallel bars on which mats have been placed. Hanging and climbing activities should be stressed to increase the strength of arms. To develop confidence and courage students should be encouraged to jump from ledges and pieces of apparatus at increasing heights above the ground or floor. Balance beams can be used to good advantage by second and third grade boys and girls.

Almost all schools use some form of tag games mentioned in Buell's ACTIVE GAMES FOR THE BLIND. Races of various kinds are commonly conducted—running, crab walk, crawling, rolling and somersaults were mentioned. Relays are used by many schools for this age level. Partial undressing and dressing relays serve the purpose of speeding up this activity in daily life. For example, a student removes his shoes, carries them to the far wall of the gym, puts them on with proper knot tie and runs back to starting point. Hopping relays, sack relays, crawling relays, ball over and under were mentioned. A similar activity is conducted in this manner: players line up one behind the other and the last player crawls between the legs of all the other players, stands and calls "Dirty sock". This is the signal for the next player to do likewise.

Tumbling stunts are successfully taught at this age level. Blind children learn the same stunts as do children who have normal vision, but the method of instruction is often somewhat different and usually takes longer to reach the same point of perfection.

Stilt walking, hula-hoop whirling and jumping rope are other activities enjoyed by this age group. At least one school features steep hill hiking as a weekly activity.

Swimming should have already been started. At this age level it should be continued and additional water skills developed.

WORKSHOP RECOMMENDATIONS

1. A summer workshop in physical education for blind children should be sponsored by the AAIB within the next two years, with or without financial assistance from other organizations. Such a workshop should be held at a school for the blind with good physical education facilities located near a college or university from which academic credit could be secured. Some likely sites are schools for the blind in Philadelphia, Boston, Michigan, Tennessee, Texas and California. Such a workshop should be scheduled for a minimum of three weeks and preferably five or six weeks, including laboratory experience. A group of experienced physical educators of the blind should direct the activities of the workshop. Funds should be sought to cover the cost of some individual travel or other expenses. The workshop should be open to personnel in the public schools who actually conduct

physical education for blind children. At present there is no place where special training in the field can be obtained. Much knowledge is required to conduct an adequate program of physical education for blind children.

2. The group wishes to repeat its 1958 and 1960 requests that the AAIB more actively encourage the American Printing House for the Blind or any other organization or company to press forward in obtaining an audible ball suitable for wide use by blind children in America. A soccer ball and a 16-inch softball with radio sounding device or bell is most urgently needed. The ball must be able to withstand much batting and kicking and should emit a louder sound than the ball recently produced and offered for sale by the Royal National Institute for the Blind in England.

3. The AAIB should increase the funds given to publishing the physical education newsletter to $70.00 annually. Increased circulation and rising production costs make this necessary. Dr. Charles Buell is to be highly commended for editing the workshop publication over a period of ten years. Physical educators should mail short items to Dr. Buell, 2722 Derby St., Berkeley, Calif.

4. All schools for the visually handicapped should make a real effort to obtain a running track 110 yards in length with at least four lanes each 42 inches wide and a minimum of two guide wires. More guide wires are desirable.

5. The bibliography prepared during the past year should be duplicated and distributed by the AAIB to interested persons. It is further recommended that this bibliography be made more complete and kept up to date from year to year by the recorder of the AAIB Physical Education Workshop.

6. The workshop urges the AAIB to sanction competitive activities for girls. This would be independent of the boys' associations and would stem from girls' play day regional activities. Organization can start at the fall Play Day and take place in the spring using 50 and 75 yard dashes; broad jump; three consecutive jumps; hop, step and jump; high jump; softball throw for distance and quarter mile run in partners with one being totally blind or having only light perception.

7. The AAIB should encourage the American Printing House for the Blind to produce and offer for sale now the basketball goal sounding device which has recently been produced. Even without an audible ball this device has much value in aiding those without vision to more accurately toss a ball toward the goal. The sound of the ball bouncing on the backboard or rim or the lack of sound in a complete miss will tell a player much about the accuracy of his throwing. It may be many years before a good audible ball becomes available.

Women's Workshop Meeting

In one session, men and women met separately. Most of the women's time was devoted to a discussion of encouraging competitive athletics for girls and a national survey of facilities for girls and programs for girls today in schools for the blind. The results of the survey included information from questionnaires returned by 24 residential schools showing trends and possible activities. A need for added activities was shown in some areas. Copies of this extensive survey can be obtained from the author, Carol Wadell, Perkins School for the Blind, Watertown 72, Mass.

MEETING OF NATIONAL TRACK AND FIELD RULES COMMITTEE

Five new national records were presented with proper signatures and accepted as official. An application form was accepted and will be sent to all secretaries of athletic associations for convenience and speed in applying for new records. Applications should be sent to Dr. Charles Buell, 2722 Derby St., Berkeley, Calif.

The committee voted favorably to accept as official a list of records which will appear in the September issue of the Physical Education Bulletin.

It was recommended that jumping pits be at least 6 ft. wide and 15 ft. long. Other suggestions for improving rules were accepted or will be referred back to various associations for their reaction.

Officers Serving 1962 Convention

Chairman—Bob Young, Texas School for the Blind

Co-Chairman—Pat Florine, Indiana School for the Blind

Recorder—Dr. Charles Buell, California School for the Blind

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Carol Wadell, 175 North Beacon, Watertown, Massachusetts

Co-Chairman—Dr. Charles Buell, California School for the Blind, Berkeley, California

Recorder—Claude Ellis, 175 North Beacon, Watertown, Massachusetts

Registration

Dr. Charles Buell, California School for the Blind, Berkeley, California

Marilyn Dowling, Arkansas School for the Blind, Little Rock, Arkansas

Claude Ellis, Perkins School for the Blind, Watertown, Massachusetts

Pat Florine, Indiana School for the Blind, Indianapolis, Indiana

Zelda Geater, Maryland School for the Blind, Baltimore, Maryland

Moe Haralson, Tennessee School for the Blind, Donelson, Tennessee

Marie Hobson, Overbrook School for the Blind, Philadelphia, Pennsylvania

Carol Wadell, Perkins School for the Blind, Watertown, Massachusetts

Bob Young, Texas School for the Blind, Austin, Texas

PIANO TECHNICIANS WORKSHOP

JESSE G. MANLEY, *Chairman*
ROGER W. HELMLINGER, *Co-Chairman*
LOREN A. PELKY, *Recorder*
MRS. OLLIE H. HINER, *Observer*

Committee Chairmen appointed at the 1960 Convention of the AAIB presented preliminary drafts of (1) "Minimum Standards for the Housing of a Department of Piano Technology," (2) "Aptitude Tests for Prospective Students," (3) "Course of Study in Piano Technology," (4) "Uniform Standard Examination for Graduates in the Pre-Vocational Study of Piano Technology."

This Workshop's discussions dealt with the preliminary reports of each of the above committees and recommendations of additions and deletions were made by the Workshop delegates.

The Workshop Recorder was appointed by the delegates to compile a corrected draft of the reports given by the four committees. Copies of the corrected reports will be mailed to the Workshop delegates for the final correction and approval.

Following the delegates action, a final draft of each committee's report will be submitted to all the AAIB Administrators and the Instructors of Piano Technology.

RECOMMENDATIONS:

1. The Piano Technicians Workshop had a lengthy discussion regarding the problems of orientation and travel and recommend that, whenever possible, a sighted assistant should be obtained for purposes of transporting the technician to and from the job and assisting him in his work, whenever the technician requests such aid.
2. Training in travel should be provided for each student as early as possible; including areas such as public vehicles, buildings and new areas, etc.

Officers Serving 1962 Convention

Chairman—Jesse G. Manley, Michigan School for the Blind

Co-Chairman—Roger W. Helmlinger, Ohio State School for the Blind

Recorder—Loren A. Pelkey, New York State School for the Blind

Observer—Mrs. Ollie H. Hiner, Virginia School for the Deaf-Blind

Newly Elected Officers to Serve For the 1964 Convention

Chairman — Jesse G. Manley, Michigan School for the Blind

Co-Chairman—James W. Scoggins, Kentucky School for the Blind

Recorder — Loren A. Pelkey, New York State School for the Blind

Registration

Peter E. Balter, 501 Maryland, Baltimore, Maryland, Maryland School for the Blind

Winfred Caffey, 1252 Eastover Drive, Jackson, Mississippi, Mississippi School for the Blind

Sidney Durfee, 145 Beacon St., Watertown 72, Massachusetts, Perkins School for the Blind

Frank L. Hoffmaster, Romney, West Virginia, West Virginia School for the Blind

Joseph B. Klosterman, Vinton, Iowa, Iowa Braille and Sight Saving School

James A. Lee, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind

Jesse G. Manley, 715 W. Willow St., Lansing, Michigan, Michigan School for the Blind

S. W. McKinley, Austin, Texas, Texas School for the Blind

Loren A. Pelkey, Richmond Ave., Batavia, New York, New York State School for the Blind

James W. Scoggins, 1867 Frankfort Ave., Louisville 6, Kentucky, Kentucky School for the Blind

Theodore Walker, Donelson, Tennessee, Tennessee School for the Blind

PRE-SCHOOL WORKSHOP

ANNETTE L. FREY, *Chairman*

The major source of interest among the members of the pre-school workshop was the dynamics involved in working with parents. It was emphasized that parents of pre-school children need concrete examples of what they could do to help their child and also some opportunity for meeting with other parents for the exchange of ideas and the understandable comfort of knowing there were others confronted with the same problems. Many states have instituted conferences for parents of pre-school children; there has been wholehearted response to these sessions. The conferences vary in length from two days to two weeks.

The pre-school workshop was host to the kindergarten group in a display of reading readiness materials, pamphlets for parents, and devices for teaching self-help skills.

Because of the lack of consistent attendance to the workshop, no officers were chosen for the interim period.

Registration

Sonya Austin, Tennessee School for the Blind, Donelson, Tennessee

Annette L. Frey, Missouri School for the Blind, St. Louis, Missouri

Mrs. Eileen Gerdes, Department of Special Education, State Capitol, Lincoln, Nebraska

Harriette Kerr, Overbrook School for the Blind, Philadelphia, Pennsylvania

PRIMARY GRADE I WORKSHOP

HARRIET M. PHILLIPS, *Chairman*
LORRAINE E. GREENE, *Co-Chairman*
LOIS SIVITS, *Recorder*

The group expressed interest in the following areas:

Textbooks, tangible materials as teaching aids, methods used in teaching contractions, seat work and the new arithmetic methods (i.e., the Schott and Stearns methods).

TEXTBOOKS: There was a discussion of textbooks now in use in schools for the blind. Several of the workshop members felt that the binding of the arithmetic book, TWO BY TWO, was very inadequate because of heavy covers and loose-leaf makeup. It would seem that a more permanent binding with lightweight covers would be more satisfactory. Spiral-bound books also present problems as they very often come apart. Partially covering the outside spirals at the top and bottom will help to remedy this.

It was brought to our attention that the phonics drill book, UP THE SOUND LADDER, was in some cases being used on the

Kindergarten level to teach the alphabet. It was the consensus of the membership that since this book is primarily a phonics drill book, it should be used only to supplement pre-primers in the language arts program. The group felt that it would be beneficial to have some suggestions as to how this book should be used and in line with this, it was agreed to ask the authors to furnish this material. It was also noted that the book, TOUCH AND TELL, is designed as a reading readiness book to give practice in discrimination between braille symbols (called PICTURES not letters).

Teachers expressed a desire for braille stories about space and science fiction on the primary level.

ARITHMETIC: The group was able to attend other workshop meetings at which the Schott and Stearns arithmetic methods were described.

A workshop member from Overbrook reported on the use of some tangible materials of varying shapes and textures being experimented with as aids in teaching arithmetic.

MOBILITY: We were happy to welcome a representative from the panel on mobility. We are eager to cooperate in initiating such a program in our own classrooms.

PROJECTS: Two projects have been planned for the biennium. Workshop members have agreed to send descriptions of seat work activities which they have found successful to our former chairman and present consultant, Miss Harriet M. Phillips, who will compile and send them to workshop members and other teachers who request them.

During a discussion about the teaching of Grade 2 contractions, it was agreed that it would be profitable for teachers to have a list of contractions in the order in which they would best be taught. Such a list will be compiled by our present chairman, Miss Lois Sivits, from the lists sent in by workshop members, who will solicit suggestions from second and third grade teachers in their school to complete the primary lists. These lists will also be available upon request to Miss Sivits.

It was felt that the sessions have been profitable and we hope to hold at least one regional workshop during the biennium.

Officers Serving 1962 Convention

Chairman—Harriet M. Phillips, Perkins School for the Blind, Watertown 72, Massachusetts

Co-Chairman—Lorraine E. Greene, Florida School for the Deaf and Blind, St. Augustine, Florida

Recorder—Lois Sivits Maryland School for the Blind, Baltimore, Maryland

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Lois Sivits, Maryland School for the Blind, Baltimore, Maryland

Co-Chairman—Lorraine E. Greene, Florida School for the Deaf and Blind, St. Augustine, Florida

Recorder—Alice Queensen, Missouri School for the Blind, St. Louis, Missouri

Registration

Irene Brannon, West Virginia School for the Blind

Catherine Cowen, Perkins School for the Blind

Opal Ellington, Tennessee School for the Blind

Beulah Flynn, Daytona Beach, Florida (student)

Lorraine E. Greene, Florida School for the Blind, St. Augustine, Florida

Ruth Harwell, Texas School for the Blind

Jessie Kennedy, Ontario School for the Blind, Brantford, Ontario, Canada

Ruth Lynch, Wisconsin School for the Visually Handicapped

Ruth Hall Mitchell, Tennessee School for the Blind

Josephine Moody, Florida School for the Blind

Edna B. Morgan, Overbrook School for the Blind, Philadelphia, Pennsylvania

Judith Palmer, Perkins School for the Blind

Harriet M. Phillips, Perkins School for the Blind

Alice S. Queensen, Missouri School for the Blind

Lois Sivits, Maryland School for the Blind

Catherine Thomas, Perkins School for the Blind

Jane Yu, Maryland School for the Blind

PRIMARY (GRADES 2-3) WORKSHOP

MISS EDNA SCHMIDT, *Chairman*
MISS EVELYN KAUFMAN, *Co-Chairman*
MRS. ESTELLE HAGOOD, *Recorder*

Some time was spent discussing common problems. An outgrowth of these discussions was the appointment of a committee to work on science units for primary grades. Mrs. Clara Pollock, Miss Evelyn Kaufman, and Miss Evelyn Sharrow agreed to serve on the committee. The committee attended one session of the Science Workshop and made the following report to the primary group.

> We were pleasantly surprised to find that the Science Workshop had been discussing what the elementary school might do so that the work of the Junior and Senior High science program might be accellerated. Their program has been hampered because students:
>
> 1. Are unfamiliar with names and appearance of equipment as well as its use. (Examples — scales, thermometers, microscope, beaker, geiger counter, test tube, etc.)
> 2. Do not know how to handle equipment used:
>   a. Pouring from one container to another.
>   b. Cleaning equipment.
>   c. Learning how to place equipment so that it is not knocked over.
> 3. Need basic understanding of nature and beginning science on which to build.
>   a. What is a mouse? How many legs does it have?
>   b. What does warm-blooded mean? Cold blooded?
>   c. How do plants grow?
>   d. What is a solid, liquid, gas, etc.?
> 4. Have no true concept of such terms as: gram, cubic centimeter, solution, reaction, etc.
> 5. Need practice in experimentation.

The committee agreed to work during the next biennium on developing science materials for Primary grades. See science workshop report for planned research.

Mobility is a very real problem for the primary teacher. The group felt that much work is needed in this area.

The members of the Primary Workshop were invited to attend the mathematics workshop meetings at which problems of and programs for the primary grades were discussed (see report on mathematics workshop).

Miss Marjorie Hooper and Mrs. Blanche Dougherty from the American Printing House, discussed some of the publications problems at our fifth meeting. The group requested that the Printing House make anagrams, alphabet letters, and contractions for the spelling frames. The group recommended that the italic sign be deleted from all primary material through grade three, and that pronounciation signs be deleted from texts proper through grade three.

The members were requested to bring copies of books they felt should be put into braille to the 1964 convention for the approval of the group before a request for braille copies is made.

Officers Serving 1962 Convention

Chairman—Miss Edna Schmidt, 912 North Hawley Road, Milwaukee, Wisconsin

Co-Chairman — Miss Evelyn Kaufman, Overbrook School for the Blind, 64th St. and Malvern Ave., Philadelphia, Pennsylvania

Recorder—Mrs. Estelle Hagood, 10305 Walnut Bend Drive, Austin 5, Texas

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Miss Edna Schmidt, 912 North Hawley Road, Milwaukee, Wisconsin

Co-Chairman — Miss Evelyn Kaufman, Overbrook School for the Blind, 64th St. and Malvern Ave., Philadelphia, Pennsylvania

Recorder—Mrs. Estelle Hagood, 10305 Walnut Bend Drive, Austin 5, Texas

Registration

Gerald Chambers, Maryland School for the Blind, Baltimore, Maryland

Lois Dargusch, 188 Oak St., Batavia, New New, New York State School for the Blind

Lynn Fraleigh, 140 Allston St., Medford, Massachusetts, Resource Braille Program

Mrs. Estelle Hagood, 10305 Walnut Bend Drive, Austin 5, Texas, Texas School for the Blind

Mrs. Laura Hoffmaster, 261 North Antigo Place, Romney, West Virginia, West Virginia School for the Blind

Miss Evelyn Kaufman, 64th St. and Malvern Ave., Philadelphia 51, Pennsylvania, Overbrook School for the Blind

Joan Laverty, Huckleberry Hill, Lincoln, Massachusetts, Fernald State School

Luther Mitchell, 3100 Woodhome Ave., Baltimore 14, Maryland, Maryland School for the Blind

Mrs. Eleanor Nichols, 1622 Gartland Ave., Nashville 6, Tennessee, Tennessee School for the Blind

Mrs. Carl Nowell, 1252 Eastover Drive, Jackson, Mississippi, Mississippi School for the Blind

Josephine Pace, 150 Holcomb St., Hartford, Connecticut, Oak Hill School for the Blind

Mrs. Clara F. Pollock, 64th St. and Malvern Ave., Philadelphia 51, Pennsylvania, Overbrook School for the Blind

Mrs. Frances Rector, 1402 C Avenue, Vinton, Iowa, Iowa Braille and Sight Saving School

Miss Edna Schmidt, 912 North Hawley Road, Milwaukee, Wisconsin, Benjamin Franklin School

Evelyn J. Sharrow, 24 Forsythe Ave., Brantford, Ontario, Canada, Ontario School for the Blind

Claire Stoker, 294 Concord Road, Bellerica, Massachusetts, Fernald State School

Frances Wiesenfeld, 3620 Southwest 14th St., Miami, Florida, Dade County Public Schools

PRINCIPALS WORKSHOP

BENJAMIN SMITH, *Chairman*
R. PAUL THOMPSON, *Co-Chairman*
DON L. WALKER, *Recorder*

The Principals Workshop at this convention had as items for its agenda a total of fifteen areas. As we began to discuss ways in which we might approach such a long list of individual items, it became apparent that many of them were interrelated and therefore could be consolidated into several broad areas.

In recognition of the high level of national interest in and concern with the development of standards and evaluation of curricula for visually-handicapped children, it was decided to devote the bulk of the time to this area. Major specific areas included in the discussions were Orientation and Mobility, Programmed Instruction, and the Teaching of Mathematics.

Following are the results of the discussions regarding the major areas listed above:

A. Curriculum

A quick survey showed that of nineteen schools represented, fourteen were approved by their state departments of public instruction, four were approved by regional accreditation associations, and five were not approved by either.

The increased demands made upon all high school graduates by colleges and prospective employers dictates that we must maintain a constant effort to upgrade our curricula to meet these demands so that our students will be equipped to take their places as contributing members of a democratic society. With this in mind, the following resolutions were made regarding curriculum standards:

1. That we shall recommend as a standard for programs in the education of blind children the attainment of state accreditation of our curricula in each of our respective states.

2. That we shall seek accreditation of our curricula by the regional accrediting agency in whose jurisdiction each school is located.

3. That we shall strive diligently to determine standards for those additional course offerings, of both academic and non-academic nature, which will meet the special needs of our children. This includes such areas as orientation and mobility, braille, social skills, adjustment of the adventitiously blind adoles-

cent, and the certification of those persons who are unable to meet the requirements for graduation. Furthermore, we shall make a constant effort to maintain on our faculties, a sufficient number of qualified personnel to provide the above-named special services.

B. Orientation and Mobility

With Mr. Whitstock as resource person, the Principals Workshop explored various facets of orientation and mobility and reached the following general agreements:

1. The administration has the responsibility to see that an effective program of orientation and mobility is provided in the school, which shall include specific training for students and thorough training in the technique of the cane at an appropriate level.

2. *All staff members, teachers and* houseparents, have responsibility to help students in the development of skills in orientation and mobility.

3. We strongly urge the employment by each school of a normally-sighted person trained in the teaching of orientation and mobility, whose major responsibility is to take the lead in developing a program in this area. This person would serve both as a teacher of individuals and classes, and as a resource person to coordinate the work done in this area by other staff members.

4. The specialist in orientation and mobility should have the assistance of a blind person whose responsibility will be to help young children in the development of specific skills in orientation, and the fostering among these children of those attitudes which are conducive to the development and utilization of such skills.

C. Programmed Instruction

Mr. John Coffey of Battelle Memorial Institute, Columbus, Ohio, outlined the Battelle proposal for research in the field of programmed instruction for blind children. Inasmuch as this method has been shown to produce superior results in those cases where a comparison has been made with traditional instruction for sighted students, Battelle hopes to ascertain whether similar results might be obtained with blind students. The workshop members recommend that initial experiments with blind students be conducted in the areas of Language Arts and Social Studies.

Mr. L. Ernest Farmer, Principal of the Kansas School for the Blind, presented information about the Programmed Instruction materials which are being made available by the Friden Company of Kansas City. This material has had a limited trial by students of the Kansas School for the Blind, with some interesting possibilities being noted.

D. Mathematics

Dr. Carson Nolan from the American Printing House for the Blind, and Dr. Robert Bruce of the Virginia School for the Blind, presented a report and led in the discussion of modern arithmetic materials. The Printing House personnel are attempting to establish the value of this new approach, after which the materials will be made available to all of the schools. Initial results of this research are encouraging, but final evaluation cannot be made until the end of the project, two years hence. It will then be necessary for teachers to undergo a two-week training session under Dr. Schott before the material will be available to them. It is strongly urged that administrators in programs for blind children investigate the possibility of introducing into their curriculum this or a comparable program of modern mathematics instruction.

E. Other Areas

Miss Marjorie Hooper and other staff members of the American Printing House for the Blind attended the fourth workshop session, in which problems and recommendations regarding the production and distribution of materials by the Printing House were discussed.

Workshop officers were instructed by the group to write to the National Braille Club and express the willingness of the Principals Workshop to cooperate in the Braille Club's project of compiling sources and resources for teachers of the blind. Officers were further instructed to compile a list of all material desired by the Braille Club and to send a copy of this list to the Principal of each school.

Workshop officers were also instructed to compile a registry of the names and addresses of all Principals of Schools for the Blind in the United States and Canada. This registry will be printed and distributed by the Florida School for the Deaf and the Blind.

It is urged that Schools for the Blind provide some financial recognition to those staff members who attend the national AAIB Convention.

Officers Serving 1962 Convention

Chairman — Benjamin Smith, 175 North Beacon St., Watertown, Massachusetts
Co-Chairman — R. Paul Thompson, 846 20th St., Ogden, Utah
Recorder—Don Walker, Iowa Braille and Sight Saving School, Vinton, Iowa

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Don Walker, Iowa Braille and Sight Saving School, Vinton, Iowa
Co-Chairman—Walter E. Evans, Missouri School for the Blind, 3815 Magnolia Ave., St. Louis 10, Missouri
Recorder—R. K. Harley, North Carolina School for the Blind, Raleigh, North Carolina

Registration

S. W. Brannon, Romney, West Virginia, West Virginia School for the Blind
J. E. Chiles, 2600 West Markham, Little Rock, Arkansas, Arkansas School for the Blind
William J. McConnell, 601 Airport Boulevard, Austin, Texas, Texas Blind, Deaf and Orphan School
M. H. Crockett, 3320 Garner Rd., Raleigh, North Carolina School for Blind and Deaf
William F. Davis, 1867 Frankfort Ave., Louisville 6, Kentucky, Kentucky School for the Blind
W. S. Davis, 25 Madeira Drive, St. Augustine, Florida, Florida School for the Deaf and the Blind
O. R. Denton, 115 Stewart's Ferry Rd., Donelson, Tennessee, Tennessee School for the Blind
Bill English, 510 Robin Rd., Staunton, Virginia, Virginia School for the Blind
Walter E. Evans, 3815 Magnolia Ave., St. Louis 10, Missouri, Missouri School for the Blind
Wilber H. Fulker, 627 North Pleasant, Colorado Springs, Colorado, Colorado School for the Deaf and Blind
Searcy Ewell, 4701 West 20th, Little Rock, Arkansas, Arkansas School for the Blind
R. K. Harley, North Carolina School for the Blind, Raleigh, North Carolina
Julia L. Hayes, 120 Holcomb St., Hartford, Connecticut, Oak Hill School for the Blind
Joseph J. Kerr, 64th St. and Malvern Ave., Philadelphia 51, Pennsylvania, Overbrook School for the Blind
Dean North, 1526 South Grant St., Aberdeen, South Dakota, South Dakota School for the Blind
Ernest Parmer, 2329 North 21st, Kansas City, Kansas, Kansas School for the Blind
Benjamin F. Smith, 175 North Beacon St., Watertown, Massachusetts, Perkins School for the Blind
B. Q. Scruggs, 800 South St., Talladega, Alabama, Alabama School for the Blind
Ida M. Theus, 2465 Harding Blvd., Baton Rouge, Louisiana, Louisiana School for the Blind
R. Paul Thompson, 846 20th St., Ogden, Utah, Utah School for the Blind
Don Walker, 1002 G Ave., Vinton, Iowa, Iowa Braille and Sight Saving School

SCIENCE WORKSHOP

HUGH D. JOHNSON, *Chairman*
ESTHER A. C. MURRAY, *Co-Chairman*
K. L. MEADOR, *Recorder*

The Science Workshop group decided that in order to facilitate Orientation and Mobility in the Science classroom, there should be a closer co-ordination between elementary and secondary school programs. An effort to help bring about this co-ordination was started by this group with the introduction of a Science Kit to be used by pupils of the lower grades to help them develop the desired scientific skills needed for successful growth in secondary Science programs.

The Chairman and Co-Chairman of this group will work together to produce a model kit to be tested by elementary pupils in various schools. A newsletter giving the details of this experimental project will be sent to all schools engaged in teaching the blind.

It was moved by Mrs. Alma Schulte and seconded by Miss Esther Murray (re Mr. Olsen's suggestion about the preparation of a bibliography) that, since the Executive Office has the addresses available, Mr. Olsen write all National and State Transcribers for lists and materials transcribed in braille, clear type, and recorded. This list to be made available to our workshop. Motion carried.

A list of experiments prepared by Mr. Francis Lewis will be examined by the members of the workshop and a report on the experiments will be sent to the Chairman by the end of Fall 1962.

Mr. Charles Woodcock, Superintendent of the Oregon School for the Blind, visited our workshop and answered several questions concerning "Orientation and Mobility" in the science classroom. He emphasized that Mobility training should begin as early as possible. Another visitor was Mr. Charles Stapleton, Field Representative of the American Printing House for the Blind. He readily consented to look into the possibility of adapting certain scientific apparatus for braille use.

RECOMMENDATIONS:

1. That in the next biennial meeting the primary and intermediate groups coordinate their Science Programs with the Science Workshop.
2. A budget of $150 requested for the production and distribution of Science Kits to be used by pupils with visual handicaps. The purpose of these kits is to develop the pupils' initiative, independence, confidence and competence; to provide a means by which mobility may be facilitated.

Officers Serving 1962 Convention

Chairman — Hugh D. Johnson, Maryland School for the Blind, Baltimore 36, Maryland

Co-Chairman—Esther A. C. Murray, Ontario School for the Blind, Brantford, Ontario, Canada

Recorder—K. L. Meador, Texas School for the Blind, Deaf, and Orphan, Austin, Texas

Newly Elected Officers to Serve For the 1964 Convention

Chairman—Vernon Lustick, 134 F Ave., N.W., Cedar Rapids, Iowa

Co-Chairman—K. L. Meador, Texas School for the Blind, Deaf and Orphan, Austin, Texas

Recorder—Alma M. Schulte, 1324 Wells, Webster Groves 19, Missouri

Registration

F. E. Lewis, Texas School for the Blind, Austin, Texas

James W. Graeff, Michigan School for the Blind, 715 West Willow, Lansing 6, Michigan

K. L. Meador, Texas Blind, Deaf and Orphan School, Austin, Texas

Hugh Johnson, Maryland School for the Blind, Baltimore 36, Maryland

Mrs. Alma M. Schulte, Missouri School for the Blind, St. Louis 10, Missouri

Micheal J. Filippi, President, P.T.A., Maryland School for the Blind, Baltimore 36, Maryland

Ross Huckins, California School for the Blind, Berkeley, California

Miss Esther A. C. Murray, Ontario School for the Blind, Brantford, Ontario, Canada

Vernon Lustick, Iowa Braille and Sight Saving School, Vinton, Iowa

Visitors:

Mrs. Clara Pollock, Overbrook School for the Blind, 64th St. and Malvern Ave., Philadelphia 51, Pennsylvania

Miss Evelyn J. Sharrow, Ontario School for the Blind, Brantford, Ontario, Canada

SOCIAL STUDIES WORKSHOP

W. C. KENNARD, *Chairman*

A small group of Social Studies teachers was on hand to form a workshop. Since there were a few of us, we decided that those who only taught the elementary grades could combine with those who taught the high school classes and discuss our mutual problems.

Since our previously elected chairman could not attend this convention, Mr. W. C.

Kennard of the Perkins School agreed to act as Chairman. Once organized we elected a new slate of officers to work hard to secure a good representation of Social Studies teachers at our next convention. We plan to develop as much interest in the value of our subjects as we can in the meantime.

The Social Studies group took up the problem of better maps for the use of blind students. We agreed that good maps are hard to secure. Those that are available are both expensive and hard to use. It was pointed out that there is a great need for a system of uniform symbols on maps for the blind. In our talk with the representatives of the American Printing House for the Blind, we learned that some of our desired improvements are being worked out at Louisville.

The group felt that the knowledge of World Geography, economic and social as well as physical, is not being emphasized enough in high school grades. With our country operating on a world basis, it is more and more necessary to stress the social and economic factors in the world that influence our everyday lives. Some members advocated a compulsory course in geography for juniors or seniors in high school. Others suggested that this information could be stressed more in our American History or European History classes. This might also be made a part of courses in Problems of Democracy.

It was pointed out by several members that an adequate or mature text for the Problems of Democracy, if taught to high school seniors, was necessary. Of course we all realized that contemporary magazine articles can be used with great value in this course. Again we were reassured by the APH representatives that a revision of a Problems of Democracy text is being undertaken and should soon be available.

We all agreed that better coordination in the teaching of Social Studies can be secured. The chief reason for this is to prevent duplication of main ideas, especially in American History. Many complained that students in the senior classes remark that they have had all of this before. Some of us find it profitable to commence senior or junior American History courses at the French and Indian Wars. Otherwise the school year does not allow adequate time to complete American History up to the present administration.

Again because of our world conditions, it was suggested that a new type of World History could be developed for use by high school students.

We all agreed to endeavor to stress the value of our subjects to the administration forces of our schools. We also agreed to seek the cooperation of the teachers of English and Foreign Languages.

Officers Serving 1962 Convention

Chairman—W. C. Kennard, 17 Ruby Ave., Marblehead, Massachusetts

Newly Elected Officers to Serve For the 1964 Convention:

Chairman—W. C. Kennard, Perkins School for the Blind, Watertown, Massachusetts

Co-Chairman — Mrs. Doris Northington, Tennessee School for the Blind, Donelson, Tennessee

Recorder—Wilbur Gilles, Missouri School for the Blind, St. Louis 10, Missouri

Registration

Richard Cullen, The Hadley School for the Blind, Winnetka, Illinois

Mary Ferguson, New York State School for the Blind, Batavia, New York

Wilbur Gilles, Missouri School for the Blind, 3815 Magnolia Ave., St. Louis 10, Missouri

Louise Hancock, Texas School for the Blind, Austin, Texas

Helen McDaniel, Kentucky School for the Blind, Louisville, Kentucky

Teresa Miller, Overbrook School for the Blind, Philadelphia, Pennsylvania

Doris Northington, Tennessee School for the Blind, Donelson, Tennessee

George Stokes, North Carolina School for the Blind, Raleigh, North Carolina

SUPERINTENDENTS AND ADMINISTRATORS WORKSHOP

JERRY REGLER, *Chairman*
JOE SHINPAUGH, *Co-Chairman*
W. CRABIN GILL, *Recorder*

Topics for Consideration:

1. Proposed Policy Changes for AAIB.
2. Orientation & Mobility Training for Blind Children.
3. Multiple-Handicapped — Implications for Residential Schools.
4. Re-Definition of Blindness — **Be Very Careful!!**
5. Research and the Research Advisory Committee.
6. Effect of AFB Accreditation Study—What of the AAIB Certification? Is there duplication or contradiction?
7. Resolutions & Letters.

Action on Topics Listed Above.

1. AAIB Policy Proposals were unanimously approved in General Session Saturday, June 30, 1962.
2. Orientation, Mobility, Travel — Panel Discussion.
3. The Multiple-Handicapped Child — Panel Discussion.
   a. Elinor Long—Chairman
   b. Stanley Mileski — Wisconsin—Special Education
   c. Walter D. Matheny—Peapack, New Jersey
   d. Charles S. Napier—Royer Greaves, Paoli, Pennsylvania

Panel was informative. No action was taken.

The Multiple - Handicapped Child comes increasingly into focus for residential schools and requires much careful deliberation before we attempt to formulate any new statement of policy. Problems to be resolved:

A. Number of multiple handicapped—ratio to regular blind pupils
B. Degree of additional handicap
C. Type of additional handicap
D. Adequate staff of M.D.'s and Ph.D.'s for evaluation of each child.
E. Team approach vs. Residential approach (local)
F. Separate or combined housing facilities?
G. Cost—regional or local approach?
H. More study and **careful consideration** will be required before formulating a policy for residential schools.
I. Should severe cases be referred to some division of mental institution?

4. Go very cautiously when attempting to **Re-define BLINDNESS.** It could have serious implications for educators for years to come.
5. We have a **Research Advisory Committee** which has our Governing Board's Approval—All requests for research should be referred to the chairman, **Mr. Carl Davis.** There are many requests which vary widely in **potential value** for the blind.
6. The General Accreditation Study by the AFB is just in its early stages. It would be premature, at this time, to attempt any appraisal. The AAIB should continue to show interest in the future development of this study.
7. Messages
   A. Resolution was passed concerning letter to Dr. Eber L. Palmer—Re-Superintendents' expression of sympathy at the loss of his beloved mother.

BE IT RESOLVED that a letter be sent to Dr. Eber L. Palmer, expressing the sympathy of the Superintendents and Administrators Group assembled at the 46th Biennial Convention of the AAIB, on the death of his mother, Mrs. Frances Palmer.

BE IT FURTHER RESOLVED that this resolution be spread on the minutes of the meeting.

COPY OF LETTER
Dr. Eber L. Palmer
Clitherall, Minnesota

Superintendents and Administrators assembled at the 46th Biennial Convention of the American Association of Instructors of the Blind, Miami Beach, Florida, extend to you and members of your family deepest sympathy on the death of your beloved mother.

Committee:
W. Crabin Gill, Recorder
John C. Lysen

B. Card of **Get Well Wishes** was sent to Edward Reay, auto-accident victim, at E. E. N. T. Hospital, New Orleans, Louisiana.

RECOMMENDATIONS:

1. We want to clarify the relationship of any action or expression of the Superintendents and Administrators Group with reference to the AAIB Board of Directors:
    A. The recommendations of the Administrators Workshop shall be submitted to the Board of Directors just as would the recommendations of any sectional or special workshop and is not expected to receive any preferential treatment.
    B. Expressions of individual administrators should state clearly whether the opinion voiced is his own personal expression or that of the AAIB or even the consensus of the Administrators Group.
2. It is recommended that the Superintendents remain over one additional day at the October meeting at the Printing House to clear the Workshop agenda so as to permit superintendents to attend other workshops at the Convention meetings.

Officers Serving 1962 Convention

Chairman—Jerry Regler, Nebraska City, Nebraska

Co-Chairman—Joseph Shinpaugh, Staunton, Virginia

Recorder—W. Crabin Gill, Baton Rouge, Louisiana

Newly Elected Officers to Serve For the 1964 Convention:

Chairman—V. R. Carter, Muskogee, Oklahoma

Co-Chairman—Joseph Shinpaugh, Staunton, Virginia

Recorder—Leland C. Sanborn, Batavia, New York

Registration

C. R. K. Allen, Halifax, Canada, Halifax School for the Blind
W. E. Allen, Austin, Texas, Texas School for the Blind
Francis M. Andrews, Baltimore, Maryland, Maryland School for the Blind
Stewart E. Armstrong, Brantford, Ontario, Canada, Ontario School for the Blind
M. Robert Barnett, New York, New York, AFB
Byron Berhow, Vancouver, Washington, Washington School for the Blind
V. R. Carter, Muskogee, Oklahoma, Oklahoma School for the Blind
Leo J. Flood, Jacksonville, Illinois, Illinois Braille and Sight Saving School
W. Crabin Gill, Baton Rouge, Louisiana, Louisiana School for the Blind
W. A. Hack, Aberdeen, South Dakota, South Dakota School for the Blind
George Heltzell, St. Louis, Missouri, Missouri School for the Blind
Wm. T. Holloway, Hampton, Virginia, Virginia School for Negro Blind
L. P. Howser, Louisville, Kentucky, Kentucky School for the Blind
D. A. Hutchinson, Indianapolis, Indiana, Indiana School for the Blind
A. S. Jarrell, Atlanta, Georgia, Director, Rehabilitation Services
Herbert D. Jeffrey, Grand Forks, North Dakota, North Dakota School for the Blind
Lee Jones, Macon, Georgia, Georgia Academy for the Blind
Joseph J. Kerr, Philadelphia, Pennsylvania, Overbrook School for the Blind
John C. Lysen, Faribault, Minnesota, Minnesota School for the Blind
Hernando Cobos Pradilla, Bogota, Columbia, South America, Director Adult Rehabilitation Center
Jerry Regler, Nebraska City, Nebraska, Nebraska School for the Blind
Harold G. Roberts, New York, New York, AFB
Leland C. Sanborn, Batavia, New York, New York State School for the Blind
Joseph R. Shinpaugh, Staunton, Virginia, Virginia School for Deaf and Blind
Robert H. Thompson, Lansing, Michigan, Michigan School for the Blind
Edward Tillinghast, Tucson, Arizona, Arizona School for the Blind
Arthur Voorhees, New York, New York, AFB
John M. Wallace, St. Augustine, Florida, Florida School for Deaf and Blind
Edward J. Waterhouse, Watertown, Massachusetts, Perkins School for the Blind
Everett Wilcox, New York, New York, AFB
Carl S. Wilson, Jackson, Mississippi, Mississippi School for the Blind
E. J. Wood, Donelson, Tennessee, Tennessee School for the Blind
Charles Woodcock, Salem, Oregon, Oregon School for the Blind
J. M. Wooley, Little Rock, Arkansas, Arkansas School for the Blind

SUMMARY OF WORKSHOP REPORTS

JACK R. HARTONG, *Special Education Coordinator*
Illinois Department of Mental Health
Springfield, Illinois

It is impossible in a short time to review and give credit to the excellent work that has taken place in the 25 separate workshops which have been conducted by the members of the AAIB for this convention. However, in the proceedings of this convention there will be published a report on each of the workshops which I urge you to study.

Some highlights that I think worth mentioning are the enthusiasm and the excellent planning which was done by both workshops conducted by cottage parents. These two groups were the best organized and had the best planned agenda of any of the workshops in the convention. Also, I believe that the idea of having one general session directed to a problem of common interest to the entire group followed by a workshop devoted to the discussion of this subject was worthwhile and an idea worthy of being continued at future conventions. I feel certain that greater attention was given to the subject of mobility and orientation because of this general session followed by the workshop than would have been given otherwise.

Prior to the convention, I had the feeling that possibly several workshops should be discontinued because of the lack of interest and leadership shown in them. For example, before the convention it appeared doubtful if there would be sufficient interest in the Pre-school Kindergarten Workshop to warrant such a workshop. However, it turned out that this was one of the better attended and more enthusiastic workshops of the convention. From this, I am led to believe that it is impossible to predict which workshops will be highly successful and which ones will not be.